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ABSTRACT

Developed through a grant that enabled faculty members to work together to define goals and set objectives, this curriculum guide contains course objectives for the culinary arts program at Spokane Community College in Washington. Objectives are provided for the following courses: culinary techniques and skill development (two levels), professional baking, and dining room service. Course overviews provide information on course content and grading. Performance objectives are stated for each task students are to perform (for example, objectives for saute station, roasting station, and soup and sauce station in the culinary techniques course, and decorated birthday cakes and marzipan in the professional baking course). In addition, general skills needed in all courses are stressed. Suggested texts and resources are listed, and matrixes are provided for each skill sequence. (KC)

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COMPETENCY BASED CURRICULUM

REVISED DELIVER SYSTEMS FOR CULINARY ARTS PROGRAM

PROJECT REPORT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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The culinary arts department has now completed the project as outlined in the grant application. As chief investigator I am filing the following report.

As the requestor and identifier of the report and problem, I am happy to report that the results were very good for the Culinary Arts department. One of the main problems, which was lack of cooperation and a sense of unity, within the department, has been almost totally alleviated. Due to the activities of this grant we have interacted well with each other, learned about what is happening in each area of the department and most importantly, developed understanding of how each area affects student programs throughout the department, and also how each area relates to the next and how to build sequential training so that training in one area aids and builds on training from all the other areas. Which is reflected in the performance objectives for each area.

The other result of our grant was an improved delivery system for all of the instructors in the departments, as a result of our workshop with Rita Phipps. The Rita Phipps portion of our grant helped us to understand how people learn, specifically what steps they need to go through and also it established the six main levels of learning a skill from the most fundamental parts to understanding how someone rises to the very top level of any skill area. Another important aspect of her program was also the understanding of what activites help start the learning process and activities which aid in the process. As a result of the workshop, all of us have changed how we deliver our lessons. This is by far the best and most meaningful part of our grant. We really felt brought

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together by Rita and felt a new sense of what our job as a teacher is and how to better relate to our students. This is reflected in the comments of each instructor. Another part of the grant was the DACUM. Out department divided into three areas for the DACUM. The areas were dining room, pastry shop, and the kitchen. We selected panels of people from the three areas from industry to explain the tasks which they feel are important to know, to perfrom their specific jobs. The panels met for two days and listed the tasks and then prioritized them. For two of the three areas (dining room and pastries) the DACUM was very productive, the DACUM for the kitchen was less then successful. Partly due to the fact that the committee had never done a DACUM and did not understand how to conduct it. The DACUM process has proven to be a good activity and it is the desire of the kitchen instructors to do one again later and to try and verify what we are doing and compare it to the needs of industry. The DACUM's for dining room and pastries have been verified by the committee and industry but the kitchen has not yet sent theirs out for verification due to a poor result.

When we began the grant, the department needed to identify goals for the students and the instructors. We needed to understand what was happening is each area and most of all how to build on what is happening in each area, and create a team effort in the department. We also needed help on improving our delivery system and approach to working with students.

It would be wonderful to say that all concerns have been addressed and all problems solves. This is of course not true. We have made some very good progress. We have begun to discuss problems and have made some important strides toward improving our class. We all feel good about what we have done and feel it is a very good atart in the right direction, and we feel positive about continuing to improve our program by following what has been

started. Most of all we all are very happy about how this has impacted our students, it is them that are most important and all the effort has been to see improvement for them. To see continued improvement and growth of a team effort by the faculty will depend on our desire and committment to the success of our program and student. I'm hopeful that the success will encourage us to keep working and keep improving.

CULINARY TECHNIQUES AND SKILL DEVELOPMENT

COURSE OBJECTIVES

GRADING

INSTRUCTOR:

Chef Douglas Fisher

Culinary Atrs Chef-Instructor

COOK: Planning, preparation and execution of food service.

GENERAL AREAS OF COMPETENCE

A. **	A-1 Broil	A-2 Saute'	A-3 Fry	A-4 Poach	A-5 Roast	A-6 Bake	A-7 Blanche	A-8 Braise
	A-9 Grill	A-10 Steam	A-11 Boil					
B. Kitchen Manager	B-1 Schedule staff.	B-2 Delegate responsibility.	B-3 Oversee total process.	B-4 Hire, terminate, evaluate and promote.	B-5 Set example for employees.	B-6 Motivate employees/help set personal goals.	B-7 Set & achieve planned goals for organization.	B-8 Provide ongoing training for employees.
	B-9 Provide feedback from front to back of 'House.'	B-10 Troubleshoot/ solve problems.	B-11 Follow through with problems (e.g. equipment failures, etc.).	B-12 Maintain kitchen budget/labor/ food costs.	B-13 Merchandise & promote special events.	B-14 Research the market.	B-15 Purchase & receive goods/ quality check.	
C. Banquet Cook	C-1 Take inventory.	C-2 Purchase & receive goods/ quality check.	C-3 Plan daily work.	C-4 Organize staff & equipment.	C-5 Check time/ cooking schedule.	C-6 Communicate with banquet staff.	C-7 Prepare food.	C-8 Deliver high quality food.
	C-9 Evaluate final product & process.	C-10 Practice sanitation (personal & environmental).						
D. Line Cook	D-1 Organize work stations (i.e. check ovens/ equipment).	D-2 Delegate responsibilities.	D-3 Communicate effectively with co-workers.	D-4 Work quickly & efficiently.	D-5 Determine flow of tables.	D-6 Work under pressure.	D-7 Work as a team.	D-8 Work professionally/conscientiously
	D-9 Maintain a positive mental attitude.	D-10 Display endurance & stamina.	D-11 Cooks & presents final product.	D-12 Expedite.	D-13 Accept criticism in a positive manner.	D-14 Practice safety/ recognize dangers.		

COMMUNITY COLLEGES OF SPOKANE

DACUM PROJECT: April 7 and 8, 1986
SPONSORED BY: Spokane Community College
DACUM COORDINATOR: Mary E. Myers
DACUM FACILITATOR: Bruce Koch
DACUM RECORDER: Thomas Ruffes

PANEL MEMBERS:

Kirstie Boulanger, Sous Chef, Patsy Clark's
Victoria R. Peters, Cook, Patsy Clark's
Thomas Rapp, Apprentice Chef, Clinkerdagger's
Frederick M. Thomas, Cook, Patsy Clark's
Keith Webster, Cook, Saga Foods, Whitworth College
John S. Yamada, Chef, Clinkerdagger's

STUDENT PERFORMANCE OBJECTIVES FOR SAUTE STATION

1. Misen Place

After reading provided class materials and seeing corresponding lecture demonstrations, the students will be able to perform the following:

a. Read daily menus and identify all items to be sauted.

b. Read corresponding recipes and make a list identifying all necessary ingredients to be prepared for the saute station, including vegetables, stocks, sauces, and meats to be prepared. Arrange the list in order of work to be done first, second and so forth, to show proper sequence.

c. Using the list prepared above, students will cut and prepare all ingredients such as vegetables, stocks, sauces, portion meats and any other preparation that can be done prior to actual service time. Ingredients must be prepared in sufficient quantities to prevent running out before the days business is over or until the meat item is gone.

d. All meat items must be portioned to within one-fourth ounce of desired weight and placed on portion paper or in portion bags and panned and properly held until serving time.

e. All vegetable cuts must be done with 80% accuracy in speed, 80% uniformity of shape and use prescribed cutting techniques as explained by instructor's demonstration, and according to the Professional Chef's Knife text.

f. Stocks and sauces must be produced as described in texts, class handouts and demonstrations, with proper clarity, flavor, thickness and texture. Sauces and stocks must be placed in proper inserts and held hot or cold, as is necessary.

g. After all preparations have been made, students will gather remaining tools, equipment, spices, liquors, etc., needed to complete station setup. Station will be organized as according to class procedure for organization. Station must be neat, well organized and efficient. If you must leave to get something you forgot on your first order, then the station is not completely set up.

2. After reading class handouts and Cooking for the Professional Chef, the students will:

a. Describe or identify pans for sauteing, explaining differences in types of metals, shapes and sizes, and weight of pans desired for best results in sauteing.

b. Demonstrate the proper way to season and use egg pans.

3. By the end of three weeks on the saute station, the students will demonstrate the following procedures required in sauteing:

   a. Temperature control. Select proper temperature for different sizes and types of meat and other foods being sauted so that foods are done in the middle and the proper doneness on the outside.

   b. Students will identify proper doneness of products for maximum quality, color, eye appeal and flavor, as described by instructor, texts and class handouts.

   c. Students will show how to make a pan sauce, including deglazing, saute of vegetables and herbs, reductions, the use of mother sauces and reduction of stocks which are finished with cream or butter.

   d. Students will demonstrate the use of thickening agents, such as Beurre Manie roux, cream, egg yolks, reductions, cornstarch, etc., in the making of pan sauces. Sauces must have proper texture, color, flavor, thickness, and shine.

   e. Serving. The students will demonstrate how to finish the dishes with garnishes given in the recipes or by the instructor, or devised by the student and agreed upon by the instructor. The student will be responsible to present the food in the most attractive manner possible, using various garnishes, casseroles, and etc., as explained by the instructor, texts and class handouts.

4. By the end of three weeks on the saute station, the students will be able to produce all orders with sufficient speed to keep up with the demand from the dining room. Orders should be ready as needed, in sequence of first in first out, within 15 minutes of the time orders are placed. Allowance will be made for times when there are more than ten orders at once, but students must still demonstrate ability to organize work and proceed to accomplish the task when under heavy pressure.

5. General work habits while on this station:

   While working in the kitchen, the students will develop and follow the following working procedures:

   a. Clean as you go. Maintain a neat and orderly work station at all times, cleaning up after each procedure before proceeding to the next phase of the assignment. Students will not leave station cluttered or dirty while attending to other duties. If the student cleans as he goes, he will work so that he will have a clean station at the end of the work day. Do not leave cooking food unattended while you take a break or are otherwise absent from the kitchen.

   b. Have all tools and equipment necessary for each days work, such as books, knives, uniforms and so forth.

c. Maintain all personal tools (knives) etc., so that they are sharp, clean, and in good working order.

d. Demonstrate care in handling and use of all school tools and equipment, to prevent damage or improper use or personal injury.

e. Observe safety rules. The student will develop and display a safety conscious attitude while working in the kitchen. Taking action to correct unsafe conditions and identifying safety hazzards to instructor, as they arise in accordance with general safety rules of the kitchen.

f. Cooperate with fellow students. Participate equally in general cleanup assignments, take turns using equipment such as stoves, ovens, tilt fryer, etc. Also share fairly hand equipment such as pots, pans, and other small hand tools.

g. Students will be personally responsible to see that cutting boards are properly scrubbed, sanitized, dried and stored each day at the end of production.

STUDENT PERFORMANCE OBJECTIVES FOR GRILL AND DEEP FRYING

1. Misen Place

After reading class texts, handouts, and seeing corresponding lectures and demonstrations, students will demonstrate the following:

a. Read daily menus, identify all items to be grilled or deep fried, and their appropriate garnishes.

b. Read all corresponding recipes and make a list identifying all necessary ingredients and products to be prepared, such as vegetables, sauces, breading, garnishes, etc. Arrange list to show proper sequence of work to be performed.

c. Using above list, students will proceed as planned. Ingredients will be produced in sufficient quantities to serve all orders until the end of business or until the entree item runs out.

d. All meat items must be portioned to within one-fourth ounce of specified weight. Portions will then be placed in portion bags or on portion paper and properly stored in pans and held for service.

e. All vegetables must be cut with 80% accuracy in speed, 80% uniformity of shape and use prescribed cutting techniques as explained by instructor demonstrations, and according to the Professional Chef's Knife text.

f. Stocks and sauces must be produced as described in texts, class handouts and demonstrations, with proper clarity, flavor, thickness and texture. Sauces and stocks must then be placed in proper inserts and held hot or cold, as necessary.

g. After all preparations have been made, students will gather remaining tools, equipment, spices, liquors, etc., needed to complete station setup. Station will be organized according to class procedures for organization. Station must be neat, well organized and efficient. If you must leave to get something you forgot on your first order, then the station is not completely set up.

2. After reading class texts, class handouts and seeing lecture demonstrations, students will demonstrate the following:

a. Safety procedures for the operation of deep fryer and grill.

b. Students will explain how to select fats for deep frying, when and how to properly strain fats, and how to tell when fat needs to be changed.

c. Students will demonstrate proper operation procedures for grill and deep fryer.

3. By the end of three weeks on the fry and grill station, the students will perform the following:

   a. Demonstrate proper breading procedure, batter dipping procedure, and dough wrapping procedure.

   b. Students will demonstrate how to cook various kinds of food in deep fryer and grill, to produce best quality, prevent sticking, and perform work in a neat and efficient manner.

   c. Students will demonstrate how to identify doneness in fried and grilled foods.

   d. Students will demonstrate how to finish, garnish and serve grilled and fried foods to maintain crispness, eye appeal, flavor and overall quality.

4. By the end of three weeks on the grill and fry station, the students will be able to produce all orders with sufficient speed to keep up with the demand from the dining room. Orders should be ready as needed, in sequence of first in first out, within 15 minutes of time orders are placed. Allowance will be made for times when there are more than 10 orders at once, but students must still demonstrate ability to organize work and proceed to accomplish the task when under heavy pressure.

5. General work habits while on this station:

While working in the kitchen, the students will develop and follow the following working procedures:

a. Clean as you go. Maintain a neat and orderly work station at all times, cleaning up after each procedure before proceeding to the next phase of the assignment. Students will not leave station cluttered or dirty while attending to other duties. If the student cleans as he goes, he will work so that he will have a clean station at the end of the work day. Do not leave cooking food unattended while you take a break or are otherwise absent from the kitchen.

b. Have all tools and equipment necessary for each days work, such as books, knives, uniforms and so forth.

c. Maintain all personal tools (knives) etc., so that they are sharp, clean, and in good working order.

d. Demonstrate care in handling and use of all school tools and equipment, to prevent damage or improper use or personal injury.

e. Observe safety rules. The student will develop and display a safety conscious attitude while working in the kitchen. Taking action to correct unsafe conditions and identifying safety hazzards to instructor, as they arise in accordance with general safety rules of the kitchen.

f. Cooperate with fellow students. Participate equally in general cleanup assignments, take turns using equipment such as stoves, ovens, tilt fryer, etc. Also share fairly hand equipment such as pots, pans, and other small hand tools.

g. Students will be personally responsible to see that cutting boards are properly scrubbed, sanitized, dried and stored each day at the end of production.

STUDENT PERFORMANCE OBJECTIVES FOR BROILER STATION

1. Misen Place

   After reading class texts, handouts and seeing corresponding lectures and demonstrations, students will demonstrate the following:

   a. Read daily menus and identify broiled foods and their appropriate garnishes.

   b. Read corresponding recipes and make a list identifying all necessary ingredients and products to be prepared. Arrange a list to show proper sequence of work to be performed.

   c. Using above list, students will proceed to prepare all necessary food for the days business in sufficient quantities to prevent running out of garnishes, sauces, and etc., before meat items are gone or until the end of the days business.

   d. Students must trim and portion cut steak loins such as New York strips, Tenderloins, and Top Sirloins so that all undesirable fat and sinew is removed and loin is ready to portion cut. Students must demonstrate proper portion cutting techniques for each steak loin, and cut all steaks within one-half ounce of desired weight. After meats are portioned they must be properly oiled, panned and held for service.

   e. All sauces, merinades and compound butters must be produced as described by lecture demonstrations, class handouts, and texts with proper clarity, flavor, and thickness texture and quality. Then placed in proper inserts and held hot or cold as necessary.

2. After reading class texts, handouts and seeing lecture demonstrations, students will demonstrate the following:

   a. Demonstrate how to turn on and maintain proper temperture on the broiler.

   b. Explain proper safety procedures for operation of broiler, and explain safety hazards.

   c. Explain how to clean and care for broiler.

3. By the end of three weeks on the broiler station, students will be able to perform the following:

   a. Demonstrate the proper procedure for marking steaks on the broiler.

   b. Show how to organize orders on the broiler to keep track of orders, and how each steak is being cooked.

   c. Demonstrate identification of doneness for steaks using finger pressure, color of juices and internal color, with no more than two mistakes per day.

4. By the end of three weeks on the broiler station, the students will be able to produce all orders with sufficient speed to keep up with demand from the dining room. Orders should be ready as needed, in sequence of first in first out, within 15 minutes of time orders are placed. Allowance will be made for times when there are more than 10 orders at once, but students must still demonstrate ability to organize work and proceed to accomplish the task when under heavy pressure.

5. General work habits while on this station:

While working in the kitchen, the students will develop and follow the following working procedures:

a. Clean as you go. Maintain a neat and orderly work station at all times, cleaning up after each procedure before proceeding to the next phase of the assignment. Students will not leave station cluttered or dirty while attending to other duties. If the student cleans as he goes, he will work so that he will have a clean station at the end of the work day. Do not leave cooking food unattended while you take a break or are otherwise absent from the kitchen.

b. Have all tools and equipment necessary for each days work, such as books, knives, uniforms and so forth.

c. Maintain all personal tools (knives) etc., so that they are sharp, clean, and in good working order.

d. Demonstrate care in handling and use of all school tools and equipment, to prevent damage or improper use or personal injury.

e. Observe safety rules. The student will develop and display a safety conscious attitude while working in the kitchen. Taking action to correct unsafe conditions and identifying safety hazzards to instructor, as they arise in accordance with general safety rules of the kitchen.

f. Cooperate with fellow students. Participate equally in general cleanup assignments, take turns using equipment such as stoves, ovens, tilt fryer, etc. Also share fairly hand equipment such as pots, pans, and other small hand tools.

g. Students will be personally responsible to see that cutting boards are properly scrubbed, sanitized, dried and stored each day at the end of production.

STUDENT PERFORMANCE OBJECTIVES FOR ROASTING STATION

1. Misen Place

   After reading class texts, handouts and seeing corresponding lectures and demonstrations, students will demonstrate the following:

   a. Read weekly menus and identify roasted items, determine any work that needs to be done in advance and what is to be roasted today.

   b. Prepare a worklist identifying what must be done to prepare meats for roasting, what garnishes must be prepared and what work must be done in advance (for other days). Arrange list in order of sequence work is to be performed.

   c. Using above list, students will proceed with the days assignment, so that item is in the oven soon enough to allow proper cooking time, and enough time to properly prepare pan gravies and any other necessary finishing procedures.

2. By the end of three weeks on the roasting station, students will be able to perform the following:

   a. Trim or butcher all red meats properly to prepare them for roasting.

   b. Explain the use of larding and barding in roasting and the effects of fats in roasting.

   c. Demonstrate how to tie the Butchers Knot and truss meats for roasting, and how to truss poultry for roasting.

   d. Students will describe proper pans for roasting and how to prepare them for roasting (use of mirpaux).

   e. Explain proper seasoning techniques for different types of meats.

   f. Explain how to determine proper oven temperture for different types and sizes of meats.

   g. Demonstrate how to tell doneness in roasting with 100% accuracy.

   h. Demonstrate how to deglaze a roasting pan and make pan gravy, that has proper color, desired flavor and thickness.

   i. Demonstrate how to set up a slicing station, and how to properly carve various types and sizes of meats and cut all orders within one-fourth ounce of specified weight.

   j. Explain carry over heat, setting time and holding time as they relate to roasted meats and demonstrate how to properly do each.

   k. Serving. The students will demonstrate how to finish the dishes with garnishes given in the recipes or by instructor, or devised by student and agreed upon by the instructor. The student will be responsible to present the food in the most attractive manner possible, using various garnishes, etc., as explained by the instructor, texts and class handouts.

5. General work habits while on this station:

While working in the kitchen, the students will develop and follow the following working procedures:

a. Clean as you go. Maintain a neat and orderly work station at all times, cleaning up after each procedure before proceeding to the next phase of the assignment. Students will not leave station cluttered or dirty while attending to other duties. If the student cleans as he goes, he will work so that he will have a clean station at the end of the work day. Do not leave cooking food unattended while you take a break or are otherwise absent from the kitchen.

b. Have all tools and equipment necessary for each days work, such as books, knives, uniforms and so forth.

c. Maintain all personal tools (knives) etc., so that they are sharp, clean, and in good working order.

d. Demonstrate care in handling and use of all school tools and equipment, to prevent damage or improper use or personal injury.

e. Observe safety rules. The student will develop and display a safety conscious attitude while working in the kitchen. Taking action to correct unsafe conditions and identifying safety hazzards to instructor, as they arise in accordance with general safety rules of the kitchen.

f. Cooperate with fellow students. Participate equally in general cleanup assignments, take turns using equipment such as stoves, ovens, tilt fryer, etc. Also share fairly hand equipment such as pots, pans, and other small hand tools.

g. Students will be personally responsible to see that cutting boards are properly scrubbed, sanitized, dried and stored each day at the end of production.

STUDENT PERFORMANCE OBJECTIVES FOR BRAISING STATION

1. Misen Place

   After reading provided class materials and seeing corresponding lecture demonstrations, the students will be above to perform the following:

   a. The students will read weekly menus and identify all braised items and determine what preparation work, if any, must be done ahead of day item is served.

   b. Read corresponding recipes and develop a list describing prep work to be done, both in advance and for the days work. The list must be in proper sequence of work to be done and include all ingredients to be prepared.

   c. Using above list, students will proceed to do prep work proceeding in proper sequence. Work must progress so that entree is in the oven soon enough to allow proper cooking time and time to perform finishing steps.

   d. All meat items which are portioned as individual servings must be within one-fourth ounce of specified weight.

   e. All vegetable cuts must be done with 80% accuracy in speed (of industry), 80% uniformity in shape and use prescribed cutting techniques as explained by instructor demonstrations and in the Professional Chefs Knife.

   f. Stocks and sauces must be produced as described in text, class handouts and demonstrations. They must possess proper clarity, flavor color, texture and thickness.

2. By the end of three weeks on the braising station, students must perform the following:

   a. Identify cuts of meat which are best braised, or will work in this cooking style.

   b. Identify proper pots and pans to be used for braising and demonstrate how to use and care for them.

   c. Demonstrate how to trim or butcher meats for braising, using demonstrated techniques to trim fat, remove sinew, boning and etc.

   d. Demonstrate the use of the butchers knot and how to truss meats for braising.

3. By the end of three weeks on the braising station students will perform the following:

   a. Demonstrate basic braising recipe for red meats as outlined in class texts, handouts and lecture demos.

b. Demonstrate basic recipe for poaching chicken and veal and explain how to make Blanquets and Fricasses as per texts, handouts and lectures.

c. Demonstrate basic poached fish recipe, explain why fish and shellfish are cooked in this manner and proceed as per instructions.

d. Explain how to tell doneness in all the above basic recipes.

e. Demonstrate proper use of thickening agents such as roux, white wash, etc., and sauce making techniques as explained and outlined in texts, handouts, and lecture demonstrations.

f. Explain flavor building steps in all the above basic recipes.

g. Demonstrate how to finish braised products, including skimming fat, straining sauces and stocks and final seasonings.

h. Students will demonstrate how to garnish, hold and serve all braised products as per texts, handouts, and student/instructor suggestions.

4. While on the braising station, the students will also work during service time on the front line. The students will be responsible to do the following:

a. To have line set up 15 minutes prior to service time (11 a.m.). Students will see that all dish up foods are on the line, set up a bain marie for sauces and see that all sauces are properly held and inserted. Students will ask instructor and read menu to determine what dishes are needed, check menu and see that all other needed utensils and equipment is present for dish up, and generally see that the line is set up and ready at 11 a.m.

b. During service, students will work with other students on cook to order stations to expedite orders, taking cooked to order foods, combining them with proper starch and vegetable and the rest of the order, placing food in pickup window with tickets, and see that orders are picked up promptly by dining room students. Line students must keep up with the business and not fall behind. Front line students will work courteously with dining room students and instructor.

c. While on the line the students are responsible for quality control of all food being served. Students from other stations are responsible to properly cook and dish up their product, but line student is ultimately responsible to see that all food goes out neatly, hot, properly displayed and properly garnished. Line students will also see that starch and vegetable are on the line as needed.

d. During service, as entrees run out, students will post them on the "86" board and inform dining room students and instructor.

5. General work habits while on this station:

While working in the kitchen, the students will develop and follow the following working procedures:

a. Clean as you go. Maintain a neat and orderly work station at all times, cleaning up after each procedure before proceeding to the next phase of the assignment. Students will not leave station cluttered or dirty while attending to other duties. If the student cleans as he goes, he will work so that he will have a clean station at the end of the work day. Do not leave cooking food unattended while you take a break or are otherwise absent from the kitchen.

b. Have all tools and equipment necessary for each days work, such as books, knives, uniforms and so forth.

c. Maintain all personal tools (knives) etc., so that they are sharp, clean, and in good working order.

d. Demonstrate care in handling and use of all school tools and equipment, to prevent damage or improper use or personal injury.

e. Observe safety rules. The student will develop and display a safety conscious attitude while working in the kitchen. Taking action to correct unsafe conditions and identifying safety hazzards to instructor, as they arise in accordance with general safety rules of the kitchen.

f. Cooperate with fellow students. Participate equally in general cleanup assignments, take turns using equipment such as stoves, ovens, tilt fryer, etc. Also share fairly hand equipment such as pots, pans, and other small hand tools.

g. Students will be personally responsible to see that cutting boards are properly scrubbed, sanitized, dried and stored each day at the end of production.

STUDENT PERFORMANCE OBJECTIVES FOR SOUP AND SAUCE STATION

1. Misen Place

   After reading provided class materials and seeing corresponding lecture demonstrations, the students will be able to perform the following:

   a. Read weekly menus and determine what soups are to be prepared.

   b. After reading corresponding recipes, make a list determining what prep work needs to be done both for the week and for the day. Arrange list in order of proper sequence.

   c. Using above list, students will proceed to prepare the days assignment, preparing required stocks, and sauces, cutting necessary vegetables, doing what prep work must be performed ahead, etc. Work must proceed so that soup is on the stove in order to allow proper cooking time, and finishing.

   d. All vegetable cuts must be done with 80% accuracy in speed, 80% uniformity in shape and use the prescribed techniques as explained by instructor and in the Professional Chefs Knife.

   e. Stocks, sauces and soups must be produced as described in class texts, handouts, and in lecture demonstrations. Proper clarity, flavor, thickness and texture must be achieved and students must demonstrate proper holding, cooling and storing procedure for each.

2. While on the soup and sauce station the students will be required to perform the following:

   a. Produce and maintain a weekly beef stock pot. Stock must be produced according to the class handouts, texts and lecture demonstrations.

   b. Produce chicken stock and fish stock as needed by soup and sauce station, according to class handouts, texts, and lecture demonstrations.

   c. Have ten gallons of Espagnole sauce in the walkin at all times, except at end of the quarter or when the instructor deems unnecessary.

   d. Produce demi glace as per instructions in class handouts, texts, and lecture demonstrations, and maintain five gallons in walkin at all times unless deemed unnecessary by instructor.

   e. Maintain ten pounds of clarified margarine each day in bain marie to be used as needed by kitchen.

3. By the end of three weeks on the soup and sauce station, the students will be able to perform the following:

   a. Demonstrate how to produce blond and brown roux properly so that they thicken a given amount of liquid, show how to properly cook, identify doneness, show how to properly combine liquid and roux, and produce sauces that are proper thickness, texture and color.

   b. Demonstrate how to use other thickening agents such as cornstarch, white wash, and beurre manie properly.

c. Demonstrate how to produce cream of vegetable soups, using prescribed techniques as outlined in texts, handouts and lecture demonstrations to produce high quality soup with proper texture, color, flavor and garnish.

d. Produce legume soups so that they have proper texture, thickness, flavor, color and garnish as per class texts, handouts and lecture demonstrations.

e. Demonstrate how to properly make consome from a scratch stock, so that it is clear, has desired flavor and color. Students must list at least five proper garnishes for consome.

f. Demonstrate how to make broth soups such as Minestroni and Portuguese bean, showing clarity of stock, proper flavor and garnish.

g. Explain how to make crab, lobster or other shellfish bisques.

h. Demonstrate how to finish and hold all soups for service to maintain proper quality, flavor, color, texture and temperature.

4. While on the soup and sauce station the students will also work during service time on the front line. The students will be responsible for the following:

a. To have line set up 15 minutes prior to service time (11 a.m.). See that all necessary dishup foods are on the line, prepare a bain marie for sauces seeing that all sauces are properly inserted and held. Ask instructor and read menu to determine what dishes and casseroles and serving utensils are needed on the line. See that the line is generally set up in all respects by start of service (11 a.m.).

b. During lunch, students will work the front line. It will be their job to call in all tickets which are cooked to order, to the various stations. The student will then place orders on the board and keep them in order of first in first out. The student will assist in putting together orders, seeing that they are properly served and generally assist other students on the front line.

c. While on the front line the students will assist in quality control for all foods being served.

d. During service, as entrees run out, students on dishup line will post entrees on "86" board and keep dining room personnel informed of outs.

5. General work habits while on this station:

While working in the kitchen, the students will develop and follow the following working procedures:

a. Clean as you go. Maintain a neat and orderly work station at all times, cleaning up after each procedure before proceeding to the next phase of the assignment. Students will not leave station cluttered or dirty while attending to other duties. If the student cleans as he goes, he will work so that he will have a clean station at the end of the work day. Do not leave cooking food unattended while you take a break or are otherwise absent from the kitchen.

b. Have all tools and equipment necessary for each days work, such as books, knives, uniforms and so forth.

c. Maintain all personal tools (knives) etc., so that they are sharp, clean, and in good working order.

d. Demonstrate care in handling and use of all school tools and equipment, to prevent damage or improper use or personal injury.

e. Observe safety rules. The student will develop and display a safety conscious attitude while working in the kitchen. Taking action to correct unsafe conditions and identifying safety hazzards to instructor, as they arise in accordance with general safety rules of the kitchen.

f. Cooperate with fellow students. Participate equally in general cleanup assignments, take turns using equipment such as stoves, ovens, tilt fryer, etc. Also share fairly hand equipment such as pots, pans, and other small hand tools.

g. Students will be personally responsible to see that cutting boards are properly scrubbed, sanitized, dried and stored each day at the end of production.

STUDENT PERFORMANCE OBJECTIVES FOR STARCH AND VEGETABLE STATION

1. Misen Place

After reading class texts, class handouts, and seeing lecture demonstrations, students will be able to perform the following:

a. Read menus and consult instructor and determine starch and vegetables to be prepared for the day, and also determine what preparation work can be done ahead, if any.

b. Read corresponding recipes and make a list identifying all necessary ingredients to be prepared. Arrange list in order of work to be done.

c. Using above list, students will proceed to prepare starch and vegetables in sufficient quantities to meet the needs of the days business.

d. All vegetable cuts must be done with 80% accuracy in speed, 80% uniformity in shape and use prescribed cutting techniques as explained by instructors demonstration and according to the Professional Chefs Knife text.

e. Stocks and sauces must be produced as described in class texts, handouts and lecture demonstrations, with proper clarity, flavor, thickness and texture. Stocks and sauces must then be properly inserted and held hot or cold as is required.

f. After preparations have been made students will proceed to finish products, set up vegetable and starch saute station with required utensils and ingredients. During service time, students on vegetable station will keep ahead of demand from all food service areas so that product is ready when asked for. Vegetable station will also anticipate slow times and end of service and reduce production so that there is not a large amount of unused product cooked at the end of the day.

g. During service time, students will maintain a neat and orderly station at all times and assist saute station by washing pans, running for ingredients and so forth.

2. After reading class texts, handouts, and seeing lecture demonstrations, students will perform the following:

a. Demonstrate proper cooking procedure for pasta.

b. Demonstrate basic cooking procedures for cooking potatoes.

c. Demonstrate basic cooking procedures for cooking rice pilaf.

d. Demonstrate proper procedure for cooking green vegetable to retain proper color, texture and flavor, and nutritive value.

e. Demonstrate proper procedure for cooking red and yellow vegetables to retain proper color, texture, flavor and nutritive value.

f. Demonstrate how to cook white vegetables to retain proper color, flavor, texture and nutritive value.

3. By the end of three weeks on the starch and vegetable station, students will demonstrate the following:

   a. How to set up a vegetable saute station neatly and orderly, with all necessary components, such as spices, utensils, etc.

   b. Demonstrate how the concept of batch cooking produces high quality vegetables, and helps retain best flavor, color and texture.

   c. Demonstrate how to make hollandaise sauce as per video tape, with proper color, flavor, and texture.

   d. Demonstrate how to finish, hold and serve all above mentioned starch products to retain color, texture, flavor and best overall appearance.

   e. Explain how to select different starches and vegetables for a given menu to have proper color, flavor and texture.

   f. Make a list identifying seasonally available fresh vegetables, their length of time in season and relative cost.

5. General work habits while on this station:

While working in the kitchen, the students will develop and follow the following working procedures:

a. Clean as you go. Maintain a neat and orderly work station at all times, cleaning up after each procedure before proceeding to the next phase of the assignment. Students will not leave station cluttered or dirty while attending to other duties. If the student cleans as he goes, he will work so that he will have a clean station at the end of the work day. Do not leave cooking food unattended while you take a break or are otherwise absent from the kitchen.

b. Have all tools and equipment necessary for each days work, such as books, knives, uniforms and so forth.

c. Maintain all personal tools (knives) etc., so that they are sharp, clean, and in good working order.

d. Demonstrate care in handling and use of all school tools and equipment, to prevent damage or improper use or personal injury.

e. Observe safety rules. The student will develop and display a safety conscious attitude while working in the kitchen. Taking action to correct unsafe conditions and identifying safety hazzards to instructor, as they arise in accordance with general safety rules of the kitchen.

f. Cooperate with fellow students. Participate equally in general cleanup assignments, take turns using equipment such as stoves, ovens, tilt fryer, etc. Also share fairly hand equipment such as pots, pans, and other small hand tools.

g. Students will be personally responsible to see that cutting boards are properly scrubbed, sanitized, dried and stored each day at the end of production.

PROFESSIONAL BAKING

PERFORMANCE OBJECTIVES

INSTRUCTOR:

CHEF ROBERT A. LOMBARDI
CULINARY ARTS PASTRY CHEF

BAKER/PASTRY CHEF: Will select and prepare pastries, desserts and bakery-related items and perform duties with efficiency.

GENERAL AREAS OF COMPETENCE

A. **Exhibit Professionalism	A-1 Practice neatness, cleanness, punctuality & honesty.	A-2 Demonstrate positive attitude.	A-3 Maintain teamwork.	A-4 Demonstrate self-confidence.	A-5 Exhibit quality standards.	A-6 Demonstrate willingness to share experience.	A-7 Exhibit empathy to co-workers.	A-8 Maintain current industry standards.
B. **Demonstrate Communication Skills	B-1 Demonstrate knowledge of product ingredients.	B-2 Request assistance when necessary.	B-3 Develop & use appropriate vocabulary.	B-4 Establish dialogue for open communications.	B-5 Develop product information.	B-6 Practice human relation skills.		
C. **Practice Hygiene & Safety	C-1 Demonstrate acceptable personal cleanliness.	C-2 Possess health card or demonstrate proper health practices.	C-3 Conform to policies & regulations.	C-4 Maintain a clean work area.	C-5 Handle perishable products properly.	C-6 Demonstrate safety practices.		
D. **Demonstrate Accuracy & Proficiency In The Use Of Hand Tools	D-1 Use specialty tools properly (e.g. spatula, rolling pin, pastry bag, texturing tools, etc.).	D-2 Develop speed with safe practices (e.g. knives, blades, etc.).						
E. Organize Production	E-1 Maintain inventory levels (e.g. par level).	E-2 Select priority tasks.	E-3 Identify sources of production requirements (e.g. banquet schedule, special orders, reservation book, current community events, etc.).	E-4 Prepare activity schedule.	E-5 Combine related processes for efficiency.	E-6 Practice cost controls.		
F. Use Scales & Measure Properly	F-1 Exercise basic math skills.	F-2 Follow figures precisely.	F-3 Maintain precision measure.					
G. Demonstrate Proper Mixing Techniques (e.g. doughs, batters, fillings, toppings, etc.)	G-1 Select, scale & measure ingredients.	G-2 Demonstrate proper selection of equipment & accessories.	G-3 Identify proper sequence of procedures.	G-4 Mix ingredients for selected products (e.g. doughs, batters, fillings, toppings, etc.).	G-5 Identify proper consistency by taste, color, texture, etc.	G-6 Identify holding procedures (e.g. freezing, baking).		
H. Demonstrate Proper Baking Procedures	H-1 Establish & prioritize baking sequence.	H-2 Maintain proper oven temperature & time requirements for respective products.	H-3 Dough handling (benchwork).	H-4 Proofing doughs.	H-5 Prepare shells or related products.	H-6 Perform preparatory finish work before baking.	H-7 Identify when product is properly baked.	H-8 Perform finish work after baking.	H-9 Allow proper cooling sequence.

COMMUNITY COLLEGES OF SPOKANE

DACUM PROJECT: April 7 and 8, 1986
SPONSORED BY: Spokane Community College
DACUM COORDINATOR: Mary E. Myers
DACUM FACILITATOR: W. Gale Mueller
DACUM RECORDER: Karen A. Bellefeuille

PANEL MEMBERS:

Tom Daugherty, Bakery Manager, Cyrus O'Leary's
Joe Nandl, Chocolatier, Self-Employed
Sara Shipley, Pastry Chef, Patsy Clark's
Dick Shute, Head Baker, Cavanaugh's Inn At The Park

I. Assemble, Finish & Decorate Appropriately	I-1 Select proper work surfaces for each product (e.g. marble, stainless steel, wood, etc.).	I-2 Organize sequence of components.	I-3 Identify & select proper topping and/or fillings (e.g. pouring chocolate, glazes, whipped cream, etc.).	I-4 Maintain consistency of components.	I-5 Demonstrate abilities in aesthetic design (e.g. use of pastry bag, icing techniques with spatula, neatness, color compatibility, etc.).	I-6 Select & apply appropriate garnishing (e.g. sprinkles, cherries, coconut, etc.).	I-7 Maintain proper chilling/storage of products.
J. Demonstrate Proper Storage Practices	J-1 Selection & labeling of sanitary containers.	J-2 Identify appropriate rotation practices (e.g. FIFO).	J-3 Identify effects of light, temperature & humidity on products.	J-4 Maintain proper storage/refrigeration practices.			
K. Practice Merchandising	K-1 Maintain code of ethics.	K-2 Produce eye-appealing samples for display.	K-3 Calculate production costs.	K-4 Develop appropriate pricing strategies.	K-5 Select products appropriate to seasonal events.	K-6 Identify & select appropriate display areas (e.g. traffic flow, available space, etc.).	K-7 Develop suggestion selling skills.
	K-10 Develop Garde Manger skills where appropriate.						
L. Perform Breakdown/ Clean-up Duties	L-1 Perform sequential clean-up duties.	L-2 Practice basic sanitation duties.	L-3 Demonstrate ability to dismantle, re-assemble in proper sequence.	L-4 Inspect for thoroughness of cleaning.	L-5 Demonstrate concern for breakability of machine parts.	L-6 Store machine parts & utensils in designated place.	

K-8 Preparation & selection of appropriate samplers.	K-9 Develop packaging skills.		

**These duties & skills should be demonstrated at all times.

On-going activity

A. Exhibit Professionalsim

A-1. Practice Neatness, Cleanness, Punctuality and Honesty

a. Use proper food service uniform daily.
b. Demonstrate proper daily hygiene.
c. Understand and practice attendance policy and procedures.
d. Maintain a code of ethics.

A-2. Demonstrate Positive Attitude

a. Use positive approach to new and ongoing gaining of knowledge.
b. Maintain openness to constructive criticism.

A-3. Maintain Teamwork

a. Work collectively with fellow students on work stations.
b. Share new found knowledge.
c. Share responsibilities of setup and breakdown of station.

A-4. Demonstrate Self-Confidence

a. Demonstrate aggressiveness to new items learned.
b. Demonstrate full trust to yourself.
c. Show willingness to participate.

A-5. Exhibit Quality Standards

a. Take personal pride in daily work habits.
b. Know the expected quality of product for the dining establishment in which you work.

A-6. Demonstrate Willingness to Share Experience

a. Remember you are learning as a group as well as individually.
b. Be willing to share what you have learned in a project with your fellow students and co-workers.

A-7. Exhibit Empathy to Co-workers

a. Be aware of the feelings of your co-workers.
b. Demonstrate thoughtfulness to co-workers.

A-8. Maintain Current Industry Standards

a. Read industry magazines, books and articles.
b. Stay abreast of industry changes and trends.
c. Participate in industry workshops, conferances and food shows.
d. Research other food service establishments which parallel yours.

B. Demonstrate Communication Skills

B-1. Demonstrate Knowledge of Product and Ingredients

a. Attend classroom lecture and lab lecture of interest knowledge.
b. Know and take interest in what other stations are doing in production.
c. Be able to communicate with sales personnel what the product is you are serving.

B-2. Request Assistance When Necessary

a. Ask questions when experencing difficulty of instructor or fellow students.
b. Ask for extra help or demonstration of technique.

B-3. Develop and Use Appropriate Vocabulary

a. Take interest in vocabulary in textbook.
b. Know and use vocabulary in testbook.

B-4. Establish Dialogue for Open Communications

a. Be open to positive and negative concepts and criticism.

B-5. Develop Product Information

a. Research and maintain information of products.
b. Establish a hot sheet---what sells and what does not.

B-6. Practice Human Relation Skills

a. Demonstrate empathy to co-workers.
b. Treat others as you want to be treated.

C. Practice Hygiene and Safety

C-1. Demonstrate Acceptable Personal Cleanliness

a. Familiarize yourself with personal hygiene skills and follow them daily.

C-2. Possess Health Card

a. Work clean and sanitary.
b. Be aware of all good sanitation practices.
c. Submit your health card to instructor at start of your education.

C-3. Conform to Policies and Regulations

a. Participate in hygiene and safety lectures.
b. Practice all policies and regulations demonstrated in lecture, for your safety and others.

C-4. Maintain a Clean Work Area

a. Perform sequential clean up of work area.
b. Perform all assigned clean up duties.
c. Work as organized as possible at all times.

C-5. Handle Perishable Products Properly

a. Perishable products are: all dairy and produce items. (Example: eggs, milk, cream, butter, fresh fruit)
b. Maintain clean storage area.
c. Maintain proper storage temperatures.

C-6. Demonstrate Safety Practices

a. Attend safety lectures.
b. Practice and maintain all safety practices outlined in lecture.
c. Identify possible unsafe environments in your work area.
d. Inspect periodically, all unsafe environments.
e. Report to instructor any unsafe practices or equipment.

D. Demonstrate Accuracy and Proficiency in Use of Hand Tools

D-1. Use Specialty Tools Properly

a. List specialty tools to your area. (Example: spatula, rolling pin, pastry bag, texturing tools)
b. Demonstrate and be proficient in the use of apalet knife in icing various sizes of cakes.
c. Use turntable with speed.
d. Be proficient in all decorating skills with piping bags.
e. Use decorators comb on sides of cakes.

D-2. Develop Speed with Safe Practices

a. Be willing to practice decorating skills frequently.
b. Practice piping skills frequently.
c. Practice all decorating skills as demonstrated to produce speed and accuracy.
d. Produce a decorated special ocassion cake with skills demonstrated.

E. Organize Production

E-1. Maintain Inventory Levels

a. If a product is out or low, write it on the order list.
b. Restock all products at least once a week.
c. Take visual inventory daily and purchase accordingly.

E-2. Select Priority Tasks

a. Determine which item or step is to be produced first.
b. Write a priority list for your work station daily during morning class.

E-3. Identify Production Sources

a. Read and produce from banquet schedule.
b. Produce from quarter calendar of events.
c. Produce from special order board.
d. Produce from priority task list from morning class.

E-4. Prepare Activity Schedule

a. Prepare a daily production schedule according to all production sources.

E-5. Combine Related Processes for Efficiency

a. Perform sequential clean up during work station.
b. Wash pots, pans and equipment as you work.

E-6. Practice Cost Controls

a. Maintain pricing strategies.
b. Determine what cost percentage is appropriate for the organization for which you work.
c. Eliminate waste.
d. Purchase ingredients accordingly.

F. Use Scales and Measure Properly

F-1. Exercise Basice Math Skills

a. Attend and pass basic bakers math class.
b. Demonstrate all skills obtained in math class in daily production.

F-2. Follow Formula Precisely

a. Eliminate all errors in weighing and measuring of all ingredients.
b. Read formula and understand all weights and measures.

F-3. Maintain Precision Measures

a. Learn what measuring tools are and how they are used.
b. Identify difference between liquid and dry measure.
c. Know the parts of the counter balance scale.
d. Know the terms weight and volume.
e. Know basic pounds and ounces scale.
f. Learn how to weigh more than one ingredient at a time.
g. Learn all measuring devices.

G. Demonstrate Proper Mixing Techniques - Doughs, Batters, Fillings, Toppings

G-1. Select, Scale and Measure Ingredients

a. Learn basic ingredients knowledge.
b. Select proper ingredients for formula.
c. Use proper weighing and measuring tools-liquid and dry.
d. Measure and scale with speed and accuracy.

G-2. Demonstrate Proper Selection of Equipment and Asscessories

a. Participate in bake shop orientation of equipment.
b. Know sizes of mixing bowls available in bake shop and pastry shop. 20 quart, 40 quart, 80 quart.
c. Know the proper size attachments and how to identify the size for the mixing job. Whip, paddle, bill knife.
d. Know and demonstrate knowledge of the function of each of the attachments.
e. Demonstrate safety and knowledge of mixing equipment.

G-3. Identify Proper Sequence of Procedures

a. Properly weigh and measure ingredients.
b. Select proper size bowl and proper attachment for mixer.
c. Follow formula for addition of ingredients and mixing speed and mixing time.

G-4. Mix Ingredients for Selected Products

a. Mix sponge cake
b. Mix pound cake
c. Mix cake batters
d. Mix quick breads
e. Mix puff pastry
f. Mix pate' choux
g. Mix buttercream
h. Mix pastry cream
i. Mix fondana
j. Mix yeast breads
k. Mix short and rich doughs
l. Mix pie dough
m. Mix toppings (Example: stricelle)

G-5. Identify Proper Consistency of Doughs and Batters

a. Identify the proper mixing methods:

1. one stage method
2. two stage method
3. creaming method
4. sponge method

b. Understand the terms over mixed and under mixed.
c. Understand the terms beat, whip and cream as to mixing procedures.
d. Identify the proper texture of all doughs and batters when properly mixed.

G-6. Identify Holding Procedures

a. Identify what ingredients and finished products should be stored.
b. Use proper storage areas.

1. storeroom
2. bakery and pastry shop production shelfs
3. walk-in freezer
4. walk-in refrigerator
5. reach-in freezer
6. latter rack for cooling

c. At the end of each shift, properly store and clean all storage areas.
d. At the end of each shift, properly store ingredients and finished products.

H. Demonstrate Proper Baking Procedures

H-1. Establish and Prioritize Baking Sequence

a. Bake of all morning doughs:

1. Danish
2. criossants
3. muffins
4. quick breads

b. Bake off all lunch dough:

1. breads
2. criossants
3. rolls

c. Bake of all batters

1. cake batters
2. sponge batters

d. Bake off all items needed for daily production.
e. Prep next day bake off of morning doughs.

H-2. Maintain Proper Oven Temperature and Time Requirements for Respective Products

a. Have ovens calibrated to ensure proper oven temperature.
b. Preheat oven before baking and timing.
c. Use formula baking times as a guideline for timing.
d. Bake off products which have same oven temperature at same time or as close as possible.
e. Avoid baking off two products which have seperate baking temperatures at the same time.

H-3. Bench Work of Doughs

a. Demonstrate proper mixing of yeast doughs.
b. Demonstrate how to give doughs proper floor time.
c. Demonstrate how to portion and scale out doughs for rounding.
d. Round doughs for bench time.
e. Use proper bench time techniques to avoid a crust on benched doughs.
f. Round and shape doughs into rolls and loafs.
g. Uniformly tray loafs and prep for proofing.

H-4. Proofing Doughs

a. Understand the proofing procedures.
b. Understand and operate proof box.
c. Understand when a dough is properly proofed and is ready for baking.
d. Select proper heat and humidity setting for doughs.
e. Load and unload proof box quickly and carefully to avoid falling of the dough.

H-5. Prepare Shells or Related Products

a. Prepare pie shells - baked and unbaked.
b. Prepare tart and tartlet shells - baked and unbaked.
c. Prepare pie doughs and short doughs.

H-6. Perform Preparatory Finish Work Before Baking

a. Let doughs properly rest after bench work and before baking.
b. Properly dock doughs as needed to ensure proper and uniform rising during the baking process.
c. Apply proper baking washes as needed.
d. Apply proper toppings on doughs and batters as needed.

H-7. Identify When a Product is Properly Baked

a. Identify when a product is properly baked by the use of:

1. a resource person
2. firmness to the touch
3. smell of the product
4. eye contact or what the color of the product is

b. Understand what an underbaked product is and what an overbaked product is.

H-8. Perform Finish Work After Baking

a. Apply proper washes and glazes after baking.
b. Prep products for proper cooling on the baking pans or on cooling racks.
c. Prepare products for proper storage for use at a later time.

H-9. Allow Proper Cooling Sequence

a. Transfer cakes and quick breads and yeast breads to cooling pans and cooling racks.
b. Products should be properly cooled before cutting or bagging.

I. Assemble, Finish and Decorate Appropriately

I-1. Select Proper Work Surface

a. Wood bench for dough.
b. Marble rolling table.
c. Stainless steel work counter.
d. Sanitize and care for all work surfaces.
e. Selection of proper work surfaces will ensure ease of work and proper temperature of product during make up and decorating.

I-2. Organize Sequence of Components

a. Make sure all ingredients are readily available in pastry shop.
b. Assemble components in proper sequence.

I-3. Identify and Select Proper Toppings and Fillings

a. Demonstrate how to fill products with fillings.
b. Demonstrate how to pour a product in icing and chocolate.
c. Demonstrate how to fill pastry using a pastry bag.

I-4. Maintain Consistency of Components

a. Use fresh ingredients daily.
b. Use and follow formulas daily.
c. Maintain a code of quality.

I-5. Demonstrate Abilities in Ascetic Design

a. Select and use a pastry bag with proper piping tips.
b. Demonstrate how to make and use a parchment pastry cone.
c. Demonstrate proper piping techniques.
d. Demonstrate how to ice a cake or pastry using a decorators knife and a turntable.
e. Produce daily tortes and cakes in pastry shop lab.
f. Produce a properly decorated special occasion cake.

I-6. Select and Apply Appropriate Garnishing

a. Apply chocolate shavings to cake and pastry.
b. Apply shreaded coconut and toasted coconut to cake and pastry.
c. Apply almonds and assorted toppings to cakes.
d. Pipe out assorted decoretes for garnishing.

I-7. Maintain Proper Storage of Products

a. Finished and decorated items should be moved to the:

1. bake shop
2. pastry shop
3. dessert table
4. walk-in
5. reach-in freezer
6. pastry case for purchase

b. Identify the proper storage of finished products.

J. Demonstrate Proper Storage Practices

J-1. Selection and Labeling of Sanitary Containers

a. Label and date products in storage.

J-2. Identify Appropriate Rotation Practices

a. Maintain appropriate rotation in all storage areas.
b. Use the first in, first out practice.
c. Be aware of expiration dates on products.
d. Use these practices daily.

J-3. Identify Effects of Light, Heat and Air on Products

J-4. Maintain Proper Storage/Refrigeration Practices

a. This is an ongoing performance objective.

K. Practice Merchandising

K-1. Maintain Code of Ethics

a. Ongoing performance objective.

K-2. Produce Eye Appealing Samples for Display

a. Have a daily sample tray of pastry for the customer to try before purchase.
b. Promote suggestive sales.
c. Color coordinate pastry and dessert display.
d. Use seasonal theme to display products.

K-3. Calculate Production Costs

a. Participate in bakers math class.
b. Cost out dairy formulas.
c. Be aware of ingredients cost.

K-4. Develop Appropriate Pricing Strategies

a. Know the cost of item and the profit margin needed for sale.
b. Price products to ensure profit and sale of the product.

K-5. Select Products Appropriate to Seasonal Events

a. Holidays and special occasions.
b. Seasons fall, winter, spring summer.
c. Cater to the needs of the customer.

K-6. Identify and Select Appropriate Display Areas

a. Know the shelf life and proper storage temperature of the display products.
b. Have easy access to display area.
c. Have areas set for proper traffic flow.

K-7. Develop Suggestion Selling Skills

a. Have good understanding of ingredients.
b. Be able to pronounce items properly.
c. Be able to suggest proper dessert to follow after entree' (light or heavy)

K-8. Preparation and Selection of Appropriate Samples

K-9. Develop Packaging Skills

K-10. Develop Grade Manager Skills

a. Produce a special occasion cake.
b. Dipping, molding and piping of chocolate decorations.
c. Produce a marzipan project. (Example: rose)
d. Produce a pastillage project.
e. Produce a nougat or croquant project.

L. Perform Breakdown/Clean Up Duties

L-1. Perform Sequential Clean Up

a. Clean up work station frequently and between projects and components.

L-2. Practice Basic Sanitation Duties

a. Wash all pots and pans as you go.
b. Practice personal hygiene at all times.
c. Bleach all work surfaces daily.
d. Wash down all storage areas regularly.
e. Perform station clean up duties daily.

L-3. Demonstrate Ability to Dismantle, Reassemble in Proper Sequence

a. Demonstrate how to break down, clean and reassemble the following:

1. 80 quart mixer
2. 20 quart mixer
3. ovens
4. kettles and cooking containers

L-4. Inspect for Thoroughness of Cleaning

a. Appoint and rotate a sanitation officer.

L-5. Demonstrate Concern for Breakability of Machine Parts

a. Ongoing performance objective.

L-6. Store Machine Parts in Designated Places

a. Participate in pastry shop orientation.
b. Practice ojectives outlined in orientation.

PROFESSIONAL BAKING

COURSE OVERVIEW

COURSE OBJECTIVE

INSTRUCTOR:

Chef Robert A. Lombardi

Culinary Arts Pastry Chef

PROFESSIONAL BAKING

Course Overview

Being able to prepare baked goods, desserts, and delicious pastries plays a very important part of your overall chef training; whether it's preparing desserts in an in-house production bake shop or purchasing products from retail bake shop outlets. The techniques shown to you will make your baking skills and purchasing skills easier, more profitable, and at the same time, more creative.

Course Objective

Upon the completion of this ten week course, the student will be proficient in two categories:

a. The first category of tasks requires careful selection of ingredients, accurate measurements, and close attention to mixing and baking procedures.

b. The second category, assembly of prepared components, is not so much a matter of scientific accuracy as it is of manual skills and artistic abilities.

To demonstrate ones ability in each category, the course is set into five two-week stations:

a. Tortes', gateau' and pastry

b. Puff pastry, choux pastry

c. Pies, tarts and tartlets

d. Desserts

e. Breads, Danish and cake baking

At the end of each two-week station, the student will receive a letter grade and a written assignment from the instructor. All five station grades will be averaged to one final 10-week lab grade.

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STATION #1

Tortes, Gateau' and Pastry

I. Performance Objectives

The student will demonstrate proficiency in the following general areas of competence:

A. Exhibit professionalism:

A-1, A-2, A-3, A-4, A-5

B. Demonstrate communication skills:

B-1, B-2, B-3, B-4, B-5, B-6

C. Practice hygiene and safety:

C-1, C-2, C-3, C-4, C-5, C-6

D. Demonstrate accuracy and proficiency in the use of hand tools:

D-1, D-2

E. Organize production:

E-1, E-2, E-3

F. Use scales and measure properly:

F-1, F-2, F-3

G. Demonstrate proper mixing techniques: (e.g., doughs, batters, fillings, toppings, etc.)

G-1, G-2, G-3, G-4, G-5, G-6

H. Demonstrate proper baking procedures:

H-1, H-2, H-7, H-8, H-9

I. Assemble, finish and decorate appropriately:

I-1, I-2, I-3, I-4, I-5, I-6, I-7

J. Demonstrate proper storage practices:

J-4

K. Practice merchandising

L. Perform breakdown/clean-up duties:

L-1, L-2, L-3, L-4, L-5, L-6

The condition under which the performance objectives are to be met will be demonstrated by the instructor in the practical portion of daily lab. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives. The grading criteria will follow the course outline

STATION #1 (continued)

II. Items to be produced in Station #1:

A. Tortes:

1. Chocolate Ganache Torte
2. Black Forest Torte
3. Lemon Torte
4. Chocolate Sabayon Torte
5. Bavarian Cream Torte
6. Mocha Torte
7. Fruit Torte with wine ray
8. Kirsch Torte
9. Chocolate Mint Torte
10. Nut Torte with Forentin Fan
11. White Chocolate Sabayon Torte
12. Truffel Torte
13. German Chocolate Torte
14. Sacher Torte
15. Mocha Bavarian Torte
16. Swiss Walnut Torte

B. Gateau':

1. Chocolate Rum Fan Gateau'
2. Strawberry Gateau'
3. Cherry Gateau'
4. Mandarin Orange Gateau'
5. Pinia Calaoa Gateau'
6. Peach Gateau'
7. Gateau' Noisette
8. Gateau' Pompadore
9. Gateau' de' Paris

C. Pastry:

1. Swiss Rolls:

1. Lemon Roll
2. Black Forest Roll
3. Mocha Roll
4. Praline Ganashe Roll
5. Strawberry Cream Roll
6. Raspberry Slice
7. Apple Spice Roll
8. Chocolate Ganache
9. Pyrmid Rokaden
10. Pyrmid Frangapan
11. Pyrmid Doboush
12. Nougal Swedish Roll
13. Truffle Roll
14. Croquant Windsor Roll

2. Slices:

1. Trinanon Slice
2. Dobosh Slice
3. Hazelnut Slice
4. Lemon Slice
5. Mousse Slice
6. Tranche Slice

3. Squares:

1. Same as slices for fillings.
2. Dipped squares
3. Buttercream Striped

4. Petits Fours:

1. Petits Fours Secs
2. Petits Fours Glace's
3. Barquettes
4. Filbert Rounds

5. Orthello:

1. Mocha
2. Raspberry

STATION #2

Puff Pastry and Choax' Pastry

I. Performance Objectives

The student will demonstrate proficiency in the following general areas of competence:

A. Exhibit professionalism:

A-1, A-2, A-3, A-4, A-5

B. Demonstrate communication skills:

B-1, B-2, B-3, B-4, B-5, B-6

C. Practice hygiene and safety:

C-1, C-2, C-3, C-4, C-5, C-6

D. Demonstrate accuracy and proficiency in use of hand tools:

D-1, D-2

E. Organize production:

E-1, E-2, E-3

F. Use scales and measures properly:

F-1, F-2, F-3

G. Demonstrate proper mixing techniques:

G-1, G-2, G-3, G-4, G-5, G-6

H. Demonstrate proper baking procedures:

H-1, H-2, H-3, H-6, H-7, H-8, H-9

I. Assemble, finish and decorate appropriately:

I-1, I-2, I-3, I-4, I-5, I-6, I-7

J. Demonstrate proper storage practices:

J-1, J-4

K. Practice merchandising

L. Perform breakdown/clean up duties:

L-1, L-2, L-3, L-4, L-5, L-6

The condition under which the performance objectives are to be met will be demonstrated by the instructor in the practical portion of daily lab. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives. The grading criteria will follow the course outline

STATION #2 (continued)

II. Items to be produced:

A. Puff Pastry:

1. American Napoleons
2. European Napoleons
3. Turnovers
4. Baked Apple Dumplings
5. Gateau' Pathiviers
6. Fruit Tarts and Strips
7. Palmiers
8. Cream Horns
9. Patty Shells or Voc Avent Shells
10. Pin Wheels
11. Strudelle

B. Pate' Choux:

1. Cream Puffs
2. Eclairs
3. Paris-Brest
4. Frozen Eclairs or Profiteroles
5. Gateau' St. Honore

STATION #3

One and Two Crust Pies, Tarts, Quick Breads

I. Performance Objectives

The student will demonstrate proficiency in the following general areas of competence:

A. Exhibit professionalism:

A-1, A-2, A-3, A-4, A-5

B. Demonstrate communication skills:

B-1, B-2, B-3, B-4, B-5, B-6

C. Practice hygiene and safety:

C-1, C-2, C-3, C-4, C-5, C-6

D. Demonstrate accuracy and proficiency in the use of hand tools:

D-1, D-2

E. Organize production:

E-1, E-2, E-3

F. Use scales and measures properly:

F-1, F-2, F-3

G. Demonstrate proper mixing techniques:

G-1, G-2, G-3, G-4, G-5, G-6

H. Demonstrate proper baking procedures:

H-1, H-2, H-3, H-5, H-6, H-7, H-8, H-9

I. Assemble finish and decorate appropriately:

I-1, I-2, I-3, I-4, I-5, I-6, I-7

J. Demonstrate proper storage practices:

J-1, J-4

K. Practice merchandising

L. Perform breakdown/clean up duties:

L-1, L-2, L-3, L-4, L-5, L-6

The condition under which the performance objectives are to be met will be demonstrated by the instructor in the practical portion of daily lab. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives. The grading criteria will follow the course outline.

STATION #3 (continued)

II. Items to be produced:

A. One-crust cream pies:

1. Coconut Cream Pie
2. Banana Cream Pie
3. Chocolate Cream Pie
4. Butterscotch Cream Pie
5. German Chocolate Cream Pie

B. One-crust custard pies:

1. Pumpkin Custard Pie
2. Buttermilk Custard Pie
3. Sour Cream Apple Custard Pie
4. Coconut Custard Pie

C. One-crust chiffon pies:

1. Lemon Chiffon Pie
2. Raspberry Chiffon Pie
3. Pineapple Chiffon Pie
4. Chocolate Cream Chiffon Pie
5. Lime Chiffon Pie
6. Orange Chiffon Pie
7. Pumpkin Cream Chiffon Pie

D. Two-crust pies:

1. Cherry Pie
2. Peach Pie
3. Fresh Apple Pie
4. Dutch Apple Pie
5. Strawberry Pie
6. Strawberry Rhubarb Pie

E. Tarts - Tartlets:

1. Baked
2. Unbaked

F. Tortes:

1. Swiss Walnut
2. Fruit and Custard

G. Quick breads:

1. Muffins:

a. Bran
b. Fruit:

(1) Banana Nut
(2) Blueberry
(3) Carrot Loaf Cake
(4) Cheese Crumb

STATION #4

Desserts

I. Performance Objectives:

The student will demonstrate proficiency in the following general areas of competence:

A. Exhibit professionalism:

A-1, A-2, A-3, A-4, A-5

B. Demonstrate communication skills:

B-1, B-2, B-3, B-4, B-5, B-6

C. Practice hygiene and safety:

C-1, C-2, C-3, C-4, C-5, C-6

D. Demonstrate accuracy and proficiency in the use of hand tools:

D-1, D-2

E. Organize production:

E-1, E-2, E-3, E-5

F. Use scales and measures properly:

F-1, F-2, F-3

G. Demonstrate proper mixing techniques:

G-1, G-2, G-3, G-4, G-5, G-6

H. Demonstrate proper baking procedures:

H-1, H-2, H-6, H-7, H-8, H-9

I. Assemble, finish and decorate appropriately:

I-1, I-2, I-3, I-4, I-5, I-6, I-7

J. Demonstrate proper storage practices:

J-1, J-4

K. Practice merchandising

L. Perform breakdown/clean up duties:

L-1, L-2, L-3, L-4, L-5, L-6

M. The student will be responsible for the production of all desserts to be sold in the main dining room and for all banquets and catering functions.

N. The student will set up and maintain all dessert and bread stations through the lunch and dinner periods.

The condition under which the performance objectives are to be met will be demonstrated by the instructor in the practical portion of daily lab. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives. The grading criteria will follow the course outline.

II. Items to be produced:

A. Fruit Desserts:

1. Cobblers - Apple, Cherry, Peach
2. Compote - Berries, Augratin, Fruit compote with liquor
3. Fruits with Cream
4. Fruits with Flavored Syrup
5. Fruits with Liquor or Wine
6. Fruits with Galee of Wine
7. Poached Fruits

B. Puddings - Bavarians:

1. Baked Custard
2. Bread and Rice Pudding, Skillet Pudding
3. Vanilla Pots of Creme
4. Chocolate Pots of Creme
5. Chocolate, Coffee, Strawberry, Raspberry Bavarian
6. Charlotte Russe, Charlotte Royale
7. Cream Cheese Bavarian

C. Creams - Cream Angiaise:

1. Cream Bruice'
2. Cream Caramel

D. Frozen Desserts:

1. Ice Cream
2. Sherberts
3. Sorbets
4. Frozen Souffle'
5. Baked Alaska
6. Parfaits, Bombes

E. Meringues:

1. Meringue Shells
2. Meringue Kisses

F. Mousses:

1. Liquor
2. Chocolate, Apricot, Banana, Lemon Mousse

G. Baked Desserts:

1. New York Cheese Cake
2. Chocolate Decadence
3. Florentines
4. Macaroons
5. Lady Fingers
6. Pies, Fritters, Crepes, Pastries

STATION #5

Breads, Danish, Cake Baking, Yeast Production

I. Performance Objectives:

The student will demonstrate proficiency in the following general areas of competence:

A. Exhibit professionalism:

A-1, A-2, A-3, A-4, A-5

B. Demonstrate communication skills:

B-1, B-2, B-3, B-4, B-5, B-6

C. Practice hygiene and safety:

C-1, C-2, C-3, C-4, C-5, C-6

D. Demonstrate accuracy and proficiency in the use of hand tools:

D-1, D-2

E. Organize production:

E-1, E-2, E-3

F. Use scales and measure properly:

F-1, F-2, F-3

G. Demonstrate proper mixing techniques:

G-1, G-2, G-3, G-4, G-5, G-6

H. Demonstrate proper baking procedures:

H-1, H-2, H-3, H-4, H-5, H-6, H-7, H-8, H-9

I. Assemble, finish and deocrate appropriately:

I-2, I-3, I-6, I-7

J. Demonstrate proper storage:

J-4

K. Practice merchangising

L. Perform breakdown/clean up duties:

L-1, L-2, L-3, L-4, L-5, L-6

The condition under which the performance objectives are to be met will be demonstrated by the instructor in the practical portion of daily lab. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives. The grading criteria will follow the course outline.

STATION #5 (continued)

II. Items to be produced:

1. Danish:

   a. Bear Claws
   b. Butterhorns
   c. Danish Pockets
   d. Danish Twists or Snails
   e. Danish Pretzel

2. Coffee Cakes:

   a. Wreath Coffee Cakes
   b. Fruit Coffee Cakes
   c. Braided Coffee Cakes
   d. Loaf Coffee Cakes
   e. Filled Coffee Cakes

3. Cinnamon Rolls:

   a. Texas Size
   b. Raisin
   c. Caramel

4. Breads

5. Dinner Rolls

PASTRY SHOP

GARDE' MANAGER

UNIT TITLE: Pastry Shop Garde Manager

SUBJECT: Nougat or Croquant

SCHOOL: Spokane Community College

INSTRUCTOR: Chef Lombardi

I. OVERVIEW:

Nougat is a candy made of caramelized sugar and almonds. It cooks somewhat like peanut brittle, but is more attractive because of the sliced almonds. Also, the caramelized sugar should be a clear amber, not cloudy. Because the sugar is soft, pliable when it is hot, it can be cut and molded into various shapes to make decorative pieces.

II. TOPICS TO BE COVERED:

The following steps will be covered. Refer to pages 318 and 319 in Professional Baking Text:

a. Production and Shaping
b. Formula
c. Step by Step Procedure

III. STUDENT PERFORMANCE OBJECTIVES:

Upon completion of demonstration by instructor, the student will be able to:

a. Identify the inversion process.
b. Scale out formula accurately.
c. Produce nougat, mold and decorate into showpiece.
d. Orally explain the uses of nougat.

IV. REQUIRED RESOURCES:

Text: Professional Baking, pages 318-319.

V. EVALUATION:

The student will be evaluated on the following criteria:

a. Clear amber color of nougat.
b. Even shape of nougat.
c. Use of decorative materials on piece.

UNIT TITLE: Pastry Shop Garde Manager

SUBJECT: Decorated Birthday Cake

SCHOOL: Spokane Community College

INSTRUCTOR: Chef Lombardi

I. OVERVIEW:

The decorated special occasion cakes are a perfect medium with which a baker can express artistry and imagination. There are, of course, many different styles of cake decorating and within each style there are hundreds or thousands of different designs possible. This lesson in part, is an introduction to some of the basic techniques for finishing cakes. Basic techniques require a lot of practice and should be mastered well. Only then should you proceed to more advanced techniques.

II. TOPICS TO BE COVERED:

The following steps will be covered. Refer to pages 219-233 in Professional Baking text:

a. Basic Decorating Techniques:

1. rosettes
2. shell
3. single loop
4. double loop
5. triple loop
6. reverse shell border
7. flowers: sweet pea, clamadas, rose and rose bud
8. leaves
9. writing

b. Tools
c. Using the paper cone.
d. Classic American birthday cake on page 234 in text.

III. STUDENT PERFORMANCE OBJECTIVES:

Upon completion of demonstration, the student will be able to:

a. Produce all basic decorating techniques listed in topics to be covered with speed and proficiency.
b. Demonstrate how to handle pastry bag and paper cone bag.
c. Produce an 8" round classic American style birthday cake as shown on page 234 in text, using proper decorating sequence.

IV. REQUIRED RESOURCES:

Text: Professional Baking, pages 219-234.

V. EVALUATION:

The student will be evaluated on the following criteria:

a. Use of correct decorating sequence.
b. The student will be required to be checked off of each of the nine deocorating techniques listed in topics to be covered before advancing.
c. The student will be evaluated on completion of an 8" round birthday cake, i.e., its acceptability to be purchased in the bake shop retail counter.

UNIT TITLE: Pastry Shop Garde Manager

SUBJECT: Couverture

SCHOOL: Spokane Community College

INSTRUCTOR: Chef Lombardi

I. OVERVIEW:

Chocolate is not only America's favorite sweet, but it is also a versatile medium that is useful for many types of decorative work, ranging from the simple to the elaborate. For many reasons, chocolate is difficult to work with. It is very sensitive to temperature and to moisture. Melting and cooling must be done with the utmost care.

II. TOPICS TO BE COVERED:

The following topics will be covered. Refer to pages 312-314 in Professional Baking text:

a. The tempering process.
b. Dipping chocolates.
c. Molding chocolate.
d. Making chocolate decorations.
e. Piping chocolate.

III. STUDENT PERFORANCE OBJECTIVES:

Upon completion of demonstration by instructor, the student will be able to:

a. Identify couverture chocolate and coating chocolate.
b. Demonstrate the tempering process.
c. Hand dip chocolates.
d. Produce a variety of chocolate cutouts.
e. Temper and pipe out a variety of chocolate decorations.

IV. REQUIRED RESOURCES:

Text: Professional Baking, pages 312-314.

V. EVALUATION:

The student will be evaluated on the following criteria:

a. Tempering without blooming.
b. Uniformity of cutouts and decorations.
c. Speed of hand dipping and finishing of chocolates.

UNIT TITLE: Pastry Shop Garde Manager

SUBJECT: Marzipan

SCHOOL: Spokane Community College

INSTRUCTOR: Chef Lombardi

I. OVERVIEW:

Marzipan is a paste made of almonds and sugar that is worked to a plastic consistency. Its texture allows it to be rolled out with a rolling pin like dough or to be molded into the shapes of fruits, animals, and roses.

II. TOPICS TO BE COVERED:

The following steps will be covered. Refer to pages 314-316 in Professional Baking text:

a. Marzipan formula and procedure.
b. Fruits, flowers, animals.
c. Making of marzipan rose.

III. STUDENT PERFORMANCE OBJECTIVES:

Upon completion of demonstration by instructor, the student will be able to:

a. Identify properly mixed marzipan.
b. Scale out and produce formula accurately.
c. Produce and mold on large marzipan, rose and two marzipan rose buds.
d. Orally explain the uses of marzipan.

IV. REQUIRED RESOURCES:

Text: Professional Baking, pages 115-116

V. EVALUATION:

The student will be evaluated on the following criteria:

a. Smoothness and uniformity of marzipan.
b. How well student follows steps for completion of one rose and two rose buds.

UNIT TITLE: Pastry Shop Garde Manager

SUBJECT: Pastillage

SCHOOL: Spokane Community College

INSTRUCTOR: Chef Lombardi

I. OVERVIEW:

Pastillage is a paste made of sugar, which is used for molding decorative items. It is used primarily for making display pieces such as centerpieces for dessert buffet tables or small baskets or boxes to hold petits fours and candies. Pastillage is rarely, if ever, eaten and is normally left pure white, although it may be colored various pastel shades.

II. TOPICS TO BE COVERED:

The following steps will be covered. Refer to pages 317-318 in Professional Baking text:

a. Pastillage formula and procedure.
b. Making and handling of pastillage.
c. Making of pastillage plates.
d. The importance of working clean and quickly with pastillage.

III. STUDENT PERFORMANCE OBJECTIVES:

Upon completion of demonstration by instructor, the student will be able to:

a. Properly identify mixed pastillage.
b. Scale out and produce formula accurately.
c. Produce and decorate one pastillage serving plate using technique demonstrated.
d. Orally explain the uses of pastillage.

IV. REQUIRED RESOURCES:

Text: Professional Baking, pages 317-318.

V. EVALUATION:

The student will be evaluated on the following criteria:

a. Smoothness and texture of pastillage plate.
b. Eveness of corners of pastillage plate.
c. Originality and workmanship of decorated plate.

CULINARY TECHNIQUES AND SKILL DEVELOPMENT

COURSE OBJECTIVES

GRADING

INSTRUCTOR:

Chef Linda (Young) Hierholzer

Culinary Arts Chef-Instructor

Course Objective:

Upon completion of this 2 quarter class, the student will be proficient in the following areas of food preparation:

1. Organization of mise en place.
2. Demonstration of sanitation and safety.
3. Proper tool and equipment use.
4. Selection, accurate measurement, and proper preparation of ingredients.
5. Execution of proper culinary methods in an accurate and fast manner.
6. Identification and demonstration of proper texture, flavor, and appearance of the finished product.
7. Understanding of the nutritional value of foods and how nutrition relates to menu planning.
8. Understanding of the principles of procurement and selection of raw foods and supplies and the storage, handling, and quality controls necessary to sucessful food service establishments.

This course is set into eight two-week stations:

First Quarter

1. Basic storeroom food and supply storage and handling.
2. Basic pantry and cold food preparation.
3. Basic soups, stocks, and sauces preparation.
4. Basic starch and vegetable preparation

Second Quarter

5. Advanced pantry and cold food preparation and service.
6. Advanced starch and vegetable preparation and service.
7. Advanced soups, stocks, and sauces preparation and service.
8. Deep fry, pan fry, and griddle fry preparation and service.

Course Format:

Mondays:

7:30-8:30 Sanitation/Nutrition
OR Purchasing
8:30-10:30 Product Identification
10:30-11:30 Culinary techniques seminar
11:30-12:30 Lunch
12:30-2:30 Food preparation lab and cleanup

Tuesday through Friday:

7:30-8:30 Sanitation/Nutrition
OR Purchasing
(T & Th First Aid)
8:30-9:30 Food production schedule
9:30-10:45 Station set-up
10:55-12:30 Lunch service
12:30-1:00 Student lunch
1:00-2:30 Food production lab and cleanup

CULINARY TECHNIQUE AND SKILL DEVELOPMENT

Theory Grade - 10 credits

4 station exams	40%		4 station exams	40%
1 final exam	25%	OR	1 final exam	25%
notebook	5%		notebook	5%
1 purchasing exam	30%		1 sanitation exam	20%
Final Theory Grade	100%		1 nutrition exam	10%
			Final Theory Grade	100%

Theory Grading System:

A = 100% to 90%

B = 89% to 80%

C = 79% to 70%

D = 69% to 60%

F = 59% or below

Notebook:

The student will keep a 3 ring binder notebook. The notebook will be checked by the Instructor at mid-term and at the end of the quarter. The notebook will be written in long hand writing (no printing, typing, or computer print-outs).

Each homework reading assignment will be outlined in the notebook.

It is not necessary to outline the sanitation book.

Each lecture or verbal recipe will also be included.

The notebook will be graded on:

Neatness

Content

Completion

Organization

The student should also keep a small pocket notebook for prep mise en place.

Lab Grade - 9 credits

4 station tests	80%
attitude grade	20%
Final Lab Grade	100%

Attitude Grade:

The student will demonstrate a professional attitude in the following ways:

1. Being on time to lab.
2. Dressed in appropriate, clean uniform.
3. Hair is properly secured.
4. Practices good personal hygiene.
5. Comes to lab, prepared with tools.
6. Practices good sanitation and safety policies.
7. Seeks instruction when in doubt.
8. Works harmoniously with classmates.
9. Assists other students.
10. Keeps appropriately busy.
11. Leaves lab only during official breaks and at the end of class.
12. Approaches responsibilities with pride and dedication.
13. Strives for greater professional knowledge and skill.
14. Graciously accepts suggestions for improvement.
15. Offers comments to a classmate only for the purpose of increasing knowledge and refrains from criticism that would lower the esteem of the classmate.
16. Strive to be courteous, fair, and considerate.
17. Respect, conserve, and maintain tools, equipment, and materials of the profession, expecially food products.

You will be graded on how well you understand and demonstrate these objectives.

Lab Grading System:

4=A EXCELLENT WORK. Student's work is of the highest quality in the class. All work is completed on time and in a superior fashion. The student does work that is beyond that which is required for the class.

3=B VERY GOOD WORK. Student's work is generally completed on time. The work is very acceptable, but is not as thorough or precise as precise as "A" level work. Most of the work assigned is completed.

2=C AVERAGE WORK. Some of the work is completed on time and some is not. The quality of the completed work is acceptable, but does not exceed fair standards of excellence. The student may not complete all of the work assigned.

Lab Grading System (continued)

1=D POOR WORK. Work is not completed on schedule. The quality of the work is not barely acceptable. Much of the work is not completed.

0=F FAILURE. Work is unacceptable and often not completed.

Final Lab Grade Averages:

A = 4.0 to 3.5

B = 3.4 to 3.0

C = 2.9 to 2.0

D = 1.9 to 1.0

F = .9 or below

Absences:

This is a performance based class. Each day's skills and knowledge builds on the preceding day. Therefore absences disrupts the student's ability to perform sucessfully in both lab and theory. The following are the rules:

More than 3 unexcused absences will lower your grade 1 letter per day missed.

After 7 unexcused absences you will have to repeat the entire quarter.

3 lates equal 1 absence.

Unofficial breaks will result in a late as well as being late to any class.

Absences are excused only with a valid doctors excuse.

If too many excused absences occur in one quarter the student may have to repeat the quarter.

Any student missing class must obtain notes and information missed from a fellow student.

1. Basic Storeroom

I. Performance Objectives

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills.

B. Demonstrate sanitation and safety policies.

C. Demonstrate F.I.F.O. rotation system.

D. Demonstrate proper storage practices.

E. Perform clean-up duties.

F. Practice inventory duties.

G. Organize a daily mise en place.

The conditions under which the performance objectives are to be met will be demonstrated by the instructor. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives.

II. Job Summary:

The student will put received orders in their appropriate places using the F.I.F.O. system (first in, first out) of food and supply rotation. The student will daily freshen the produce by spraying lightly with water. The student will daily organize the walk-in, freezer, and storeroom. (It is suggested to bring gloves and coats) On Tuesdays the student will begin a sanitation and and safety inspection of the kitchen, pastries, and dining room to be completed by Friday of each week. The instructor will do a storeroom, walk-in, and freezer inspection. The student will also assist the advanced storeroom steward with inventory.

III. Reading Assignment:

p.55-60 The art of seasoning

p.505-509 Dairy products

p.490-491 Eggs

p.171-188 Composition and understanding meats

p.246-251 Understanding poultry

p.299-320 Understanding fish and shellfish

III. Reading Assignment:

Chapter 19, p.429-473

p.97 (marinating)

IV. Faculty Room Mise en Place:

Salad Bar

-fruit bowl
-tossed salad
-peas
-red onion rings (1/8" thick)
-broccoli or cauliflower florets
-croutons (½" bread squares with no crust, drizzled with butter and baked golden brown)
-sunflower seeds
-tomato concasse
-sliced, peeled cucumbers
-grated, peeled carrots
-green pepper slices
-sliced raddishes

Salad Dressings

-blue cheese -thousand island -Dijon vinaigrette

Sandwiches

-3 oz portions of thinly sliced turkey breast
-3 oz portions of thinly sliced ham
-3 oz portions of thinly sliced roast beef
-3 oz portions of corn beef or pastrami
-3 oz portions of turkey salad
-1 oz portions of thinly sliced swiss cheese
-1 oz portions of thinly sliced cheddar cheese
-a container of mayonnaise, prepared mustard, margerine, and horseraddish
-a container of pickle chips
-an assortment of breads (rye, white, sourdough, whole wheat, etc.)

Hot soup of the day or hot stew of the day

2. Basic Pantry

I. Performance Objectives:

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills.

B. Demonstrate sanitation and safety policies.

C. Demonstrate accuracy and proficiency in use of tools and equipment.

D. Demonstrate proper use of scales and measurement.

E. Demonstrate proper prep techniques.

F. Demonstrate proper cooking procedures.

G. Prepare, cook, and plate appropriately.

H. Demonstrate proper storage practices.

I. Perform break-down, and clean-up duties.

J. Develop speed in product execution.

K. Organize a daily mise en place.

L. Practice "clean-as-you-go" skills.

M. Develop accurate, and fast knife skills.

The conditions under which the performance objectives are to be met will be demonstrated by the instructor. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives.

II. Job Summary:

The student will prepare, and plate tossed salad for the entire lunch service. The faculty room deli bar will be preped and set up for service by 10:45 A.M. The student will prepare and serve sandwiches in the faculty room in a courteous and friendly manner. The salad and sandwich bar must be stocked, and kept neat, and clean during service time. The salad, and sandwich bar is to be brought back to the kitchen before student lunch. After student lunch the student will prep for the next days' service according to the faculty room mise en place sheet. On Wednesday afternoons the student will prepare buffet salads for Thursdays' buffet. There is no faculty deli bar on Thursdays. On Thursday the student will decorate and serve salads on the buffet line.

3. Basic Soups, Stocks, and Sauces

I. Performance Objectives:

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills.

B. Demonstrate sanitation and safety policies.

C. Demonstrate accuracy and proficiency in use of tools and equipment.

D. Demonstrate proper use of scales and measurement.

E. Demonstrate proper prep techniques.

F. Demonstrate proper cooking procesedures.

G. Prepare, cook, and plate appropriately.

H. Demonstrate proper storage practices.

I. Perform break-down, and clean-up duties.

J. Develop speed in product execution.

K. Organize a daily mise en place.

L. Practice "clean-as-you-go" skills.

M. Develop accurate, and fast knife skills.

The conditions under which the performance objectives are to be met will be demonstrated by the instructor. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives.

II. Job Summary:

The student will assist the advanced student in prep for soups. The student will also assist the advanced student in the prep and cooking of stocks and sauces.

III. Reading Assignment:

Chapter 8, p.102-137 (stocks and sauces)

The student will also view the video-tape on Hollandaise.

4. Basic Starch, and Vegetable

I. Performance Objectives:

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills.

B. Demonstrate sanitation and safety policies.

C. Demonstrate accuracy and proficiency in use of tools and equipment.

D. Demonstrate proper use of scales and measurement.

E. Demonstrate proper prep techniques.

F. Demonstrate proper cooking proceedures.

G. Prepare, cook, and plate appropriately.

H. Demonstrate proper storage practices.

I. Perform break-down, and clean-up duties.

J. Develop speed in product execution.

K. Organize a daily mise en place.

L. Practice "clean-as-you-go" skills.

M. Develop accurate, and fast knife skills.

The conditions under which the performance objectives are to be met will be demonstrated by the instructor. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives.

II. Job Summary:

The student will assist the advanced student in preparing starch and vegetable dishes daily.

III. Reading Assignment:

Chapter 16, p.350-367

Chapter 17, p.368-393

5. Advanced Pantry and Cold Food

I. Performance Objectives:

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills.

B. Demonstrate sanitation and safety policies.

C. Demonstrate accuracy and proficiency in use of tools and equipment.

D. Demonstrate proper use of scales and measurement.

E. Demonstrate proper prep techniques.

F. Demonstrate proper cooking proceedures.

G. Prepare, cook, and plate appropriately.

H. Demonstrate proper storage practices.

I. Perform break-down, and clean-up duties.

J. Develop speed in product execution.

K. Organize a daily mise en place.

L. Practice "clean-as-you-go" skills.

M. Develop accurate, and fast knife skills.

The conditions under which the performance objectives are to be met will be demonstrated by the instructor. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives.

II. Job Summary:

The student will prep and set up Orlando's pantry with the 2 sandwiches and 2 entree salads for the day. The student will be ready for service at 10:45 A.M. The student will prepare sandwiches and salads as quickly as possible and in order of tickets received. The student will plate the food in an attractive and appetizing manner. The student will keep foods chilled as much as possible. All foods must be chilled durring student lunch. After student lunch the student will prep for the next days service. On Thursdays the student will do flame waiting in the Presidential dining room. This will be either a table side salad or flamed desert. The student will wear the appropriate dining room uniform. The student will prep most or all their mise en place for the day.

III. Reading Assignment:

Chapter 19, p.429-473 p.97 (marinating)

Chapter 20, p.475-487

6. Advanced Starch and Vegetable

I. Performance Objectives:

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills.

B. Demonstrate sanitation and safety policies.

C. Demonstrate accuracy and proficiency in use of tools and equipment.

D. Demonstrate proper use of scales and measurement.

E. Demonstrate proper prep techniques.

F. Demonstrate proper cooking proceedures.

G. Prepare, cook, and plate appropriately.

H. Demonstrate proper storage practices.

I. Perform break-down, and clean-up duties.

J. Develop speed in product execution.

K. Organize a daily mise en place.

L. Practice "clean-as-you-go" skills.

M. Develop accurate, and fast knife skills.

The conditions under which the performance objectives are to be met will be demonstrated by the instructor. Upon completion of this station, you will be graded on how well you understand and demonstrate the performance objectives.

II. Job Summary:

The student will prep, and cook starch and vegetable dishes daily. The student will be prepared and set up for service by 10:45 A.M. The student will service the front line with product as needed during service time. All foods are to be refrigerated before student lunch. The student will prep for the next days service after lunch.

III. Reading Assignment:

Chapter 16, p.350-367

Chapter 17, p.368-393

Chapter 18, p.394-427

7. Advanced Soups, Stocks, and Sauces

I. Performance Objectives:

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate commun[illegible]

B. Demonstrate sanita[illegible]

C. Demonstrate accura[illegible] equipment.

D. Demonstrate proper[illegible]

E. Demonstrate proper[illegible]

F. Demonstrate proper[illegible]

G. Prepare, cook, and[illegible]

H. Demonstrate proper[illegible]

I. Perform break-down[illegible]

J. Develop speed in p[illegible]

K. Organize a daily m[illegible]

L. Practice "clean-as[illegible]

M. Develop accurate, a[illegible]

The conditions under w[illegible] met will be demonstrate[illegible] this station, you will [illegible] demonstrate the perform[illegible]

II. Job Summary:

The student will prepar[illegible] needed by entire kitche[illegible] Espagnole as needed by [illegible] will prepare and cook v[illegible] student will prepare an[illegible] faculty room to be ready [illegible] after student lunch the [illegible]

III. Reading Assignment:

Chapter 8, p.102-137

Chapter 9, p.138-169

The student will view th[illegible]

8. Deep Fry, Pan Fry, and Griddle Fry

I. Performance Objectives:

The student will demonstrate proficiency in the following areas of competence:

[illegible]

II. [illegible]

The student will prep, fry and plate the daily fried entree. The student will be set up for service by 10:45 A.M. The student will prepare fried entrees as quickly as possible and in order of tickets received. The student will plate the food in an attractive and appetizing manner. The student will keep foods chilled as much as possible before frying. All foods will be refrigerated during student lunch. After student lunch the student will prep for the next day.

III. Reading Assignment:

p. 97-99

p. 216

p. 273

p. 332-335

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Instructor: Duane Summers

Office: 536-7283

As a result of this grant, I have seen improvement of student's education in the area of performance, with the help of our DACUM chart and because I attended the Causal Sequence of Learning Workshop conducted by Rita Phipps

[illegible]

With the use of the DACUM chart (see last page), I have now developed a weekly evaluation form for my students. The evaluation form is divided into the seven categories.

A. House Policies, Rules & Regulations
B. House Product & Service Standards
C. Customer Relations
D. Communication Skills
E. Salesmanship
F. Organizational Skills
G. Professional Appearance

The students are evaluated on a scale of 1 to 4 in each category and are given a copy of the chart so to see specifically what blocks the student need to improve on.

The student are either moved on or allowed to go back to step 3 of the teaching format and develop through the last three steps until they reach a level of competence in each of the six stations.

I have found this teaching style very successful and have been given positive feedback from my students. I hope by the next quarter, I will have the format refined and in a self-explaining format for the students.

THEORY FOR DINING ROOM SERVICE

I. Checker-Training

The student will present currency correctly, identify information on a personal check, demonstrate proper procedures of processng a credit card, in a simulated restaurant exercise cashering. The student will observe the Washington State Liquor Control Board presentation on the legislation of serving alcohol

II. Introduction to Restaurant Management

A. One Minute Manager. The student will define, write and demonstrate a

1. One minute goal
2. One minute praise
3. One minute reprimand

B. Training

The student will write a job description for a waiter in our simulated restaurant, give a time schedule and explanation of how to train the new employee

C. Finding/Selecting Employees

The student will write a job description for a waiter, list 4 possible approaches to getting applications for a waiter and write out an outline of how to conduct a fact finding interview for a wait-person.

D. Motivating

The student will list the five motivational factors of an individual and give two examples of each factor, how they would motivate someone.

E. Planning & Delegating

The student will write a proposal to change the style of service in our simulated restaurant, stating time deadlines, resources available, how to conduct this changeover smoothly

F. Evaluation

The student will write an evaluation form for a waiters job, have a classmate fill out the form and demonstrate a simulated evaluation on class mate

G. Building Team

The student will demonstrate the skills needed to keep a wait staff working in a harmonious environment during a simulated lunch service

III. Introduction to Wine Appreciation

A. Opening the Bottle

The student will demonstrate how to open a wine bottle with a waiter's key and serve wine in a simulated restaurant lab.

B. Definitions

The student will write the definition of:

Fermentation	Brix
Residual Sugal	Qualitatsewein
Appellation Controlee	Casks
Late Harvest	ph

C. French Wines

The student will list six French wines and write the grape variety, location the grapes were grown and a brief description of it's taste.

D. German

The student will list four German wines and write the grape variety, location the grapes were grown and a brief description of it's taste.

E. Italian

The student will list four Italian wines and write the grape variety, location the grapes were grown and a brief description of it's taste.

F. California

The student will list eight California wines and write the grape variety, location the grapes were grown and a brief description of it's taste.

G. Washington

The student will list six Washington wines and write the grape variety, location the grapes were grown and a brief description of it's taste.

COURSE OBJECTIVE:

Upon completion of this 1st quarter class, the student will be proficient in the following areas of dining room service:

1. Organization of mis en place.
2. Demonstration of sanitation and safety.
3. Proper use of equipment.
4. Execution of proper service in an accurate, fast and pleasant manner.
5. Demonstration of 3 types of service.
6. Identify and meet the needs of the customer.
7. Demonstrate proper selling and marketing techniques used in a dining room.
8. Demonstrate composure under stress.
9. Maintain a proper professional appearance.

STATIONS:

Dining Room Manager
Maitre d
Banquet Captain
Wait person
Bus person
Faculty Room
Dish Washer

You will rotate through a station in a one week period.

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The student will demonstrate a professional attitude in the following ways:

1. Being on time to lab.
2. Dressed in appropriate, clean uniform.
3. Hair is properly secured.
4. Practices good personal hygiene.
5. Comes to lab, prepared with tools.
6. Practices good sanitation and safety policies.
7. Seeks instruction when in doubt.
8. Works harmoniously with classmates.
9. Assists other students.
10. Keeps appropriately busy.
11. Leaves lab only during official breaks and at the end of class.
12. Approaches responsibilities with pride anddedication.
13. Strives for greater professional knowledge and skill.
14. Graciously accepts suggestions for improvement.
15. Offers comments to a classmate only for the purpose of increasing knowledge and refrains from criticism that would lower the esteem of the classmate.
16. Strive to be courteous, fair, and considerate.
17. Respects, conserve, and maintain tools, equipment, and materials of the profession, especially food products.

You will be graded on how well you understand and demonstrate these objectives.

LAB GRADING SYSTEM:

4=A EXCELLENT WORK. Student's work is of the highest quality in the class. All work is completed on time and in a superior fashion. The student does work that is beyond that which is required for the class.

3=B VERY GOOD WORK. Student's work is generally completed on time. The work is very acceptable, but is not as thorough or precise as precise as "A" level work. Most of the work assigned is completed.

2=C AVERAGE WORK. Some of the work is completed on time and some is not. The quality of the completed work is acceptable, but does not exceed fair standards of excellence. The student may not complete all of the work assigned.

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LAB GRADING SYSTEM (continued)

1=D POOR WORK. Work is not completed on schedule. The quality of the work is not barely acceptable. Much of the work is not completed.

0=F FAILURE. Work is unacceptable and often not completed.

FINAL LAB GRADE AVERAGES:

A= 4.0 to 3.5

B= 3.4 to 3.0

C= 2.9 to 2.0

D= 1.9 to 1.0

F= .9 or below

ABSENCES:

This is a performance based class. Each day's skills and knowledge builds on the preceding day. Therefore absences disrupts the student's ability to perform sucessfully in both lab and theory. The following are the rules:

More than 3 unexcused absences will lower your grade 1 letter per day missed.

After 7 unexcused absences you will have to repeat the entire quarter.

3 lates equal 1 absence.

Unofficial breaks will result in a late as well as being late to any class.

Absences are excused only with a valid doctors excuse.

If too many excused absences occur in one quarter the student may have to repeat the quarter.

Any student missing class must obtain notes and information missed from a fellow student.

-4-

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Station: Assistant Dining Room Manager

I. The student will demonstrate proficiency in the following areas of competence:
   A. Demonstrate communication skills.
   B. Demonstrate sanitation and safety policies
   C. Demonstrate proper use of tools and equipment
   D. Organize a daily list of assignments
   E. Demonstrate supervisory skills of restaurant staff
   F. Demonstrate supervisory skills of customer-service satisfaction
   G. Demonstrate proper storage practice

Job Summary:

II. The student will supervise the set-up of Orlando's Dining Room. The restaurant will be ready for service by 10:45 a.m. The student will supervise the dining room, banquet room, faculty room, and dish room during lunch services.

III. Reading Assignments:

One-Minute Manager
Managing People, Chapters I thru 9

Station: Maitre d

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills
B. Demonstrate sanitation and safety policies
C. Demonstrate proper use of tools and equipment
D. Demonstrate proper seating of customers
E. Demonstrate proper reservation techniques
F. Organize a daily station assignments
G. Maintain a proper, pleasant, friendly, professional dining atmosphere

Job Summary:

The student will prep and set-up Orlando's dining room by 10:45 a.m. The student will prepare a reservation sheet with table assignments; have brought bag 214 from cashier's office over; checked dining room for finger prints, foot prints, dirty tables, table locations and proper set-up; Cashier stand has menus, toothpicks and tip bowls. During lunch the student will greet guests, ask if they wish smoking or non-smoking, show them to their table. Closing duties, post following day's menu, make a sales mix that is turned into Duane. The student may wear proper civilian clothes. (NO jeans, tennis shoes, T-shirts)

Lunch break is after 12:30 p.m., when everyone is seated, and the last orders are turned into the kitchen.

Station: Banquet

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills
B. Demonstrate sanitation and safety policies
C. Demonstrate proper use of tools and equipment
D. Demonstrate proper mis en place
E. Demonstrate accuracy and proficiency in setting a table
F. Demonstrate proper sequence of service
G. Demonstrate writing a guest check
H. Demonstrate the ability to identify the needs of the customer
I. Demonstrate product knowledge
J. Practice "clean-as-you-go" skills
K. Demonstrate ability to collect money and give change correctly

Job Summary:

The student will have the banquet room set up 15 minutes before the banquet is to begin. The student will serve in the correct sequence, quickly; communicating with the kitchen each course served. The student will bill the customers accordingly, collect the money and give the correct change. The student will be in proper dining room uniform.

Station: Waitron

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills
B. Demonstrate sanitation and safety policies
C. Demonstrate proper use of tools and equipment
D. Demonstrate proper mis en place
E. Demonstrate proper table setting
F. Demonstrate proper sequence of service
G. Demonstrate writing a Guest Check
H. Demonstrate the ability to identify the customer's needs
I. Demonstrate soft selling techniques with customers
K. Practice "clean-as-you-go" skills

Job Summary:

The student will prep and set-up your station assignment by 10:45 a.m. The student will be in a proper dining room uniform, groomed, have at least two pens and ready for service. The student will serve the customers seated in your station in a courteous, quick and efficient style while meeting the needs of your clientele. The student lunch break will be after your customers have been served and before 1:00 p.m.

Station: Bus

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills
B. Demonstrate sanitation and safety policies
C. Demonstrate proper use of tools and equipment
D. Demonstrate proper table setting
E. Demonstrate proper bussing techniques
F. Demonstrate the ability to identify the customers needs
G. Develop speed in bussing and setting tables
H. Perform opening and closing duties

Job Summary:

The student will assist in setting-up Orlando's dining room. The student will take lunch from 11:00 to 11:30 a.m. At 11:30 you will assist assigned wait staff in service, bussing tables, setting tables and over-all operation of the dining room. The student will be in dining room uniform.

Station: Faculty Room

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills
B. Demonstrate sanitation and safety policies
C. Demonstrate proper use of tools and equipment
D. Demonstrate proper mis en place
E. Demonstrate writing a guest check
F. Maintain a proper, pleasant and friendly dining atmosphere

Job Summary:

The student will set-up the faculty lounge for lunch service by 10:45 a.m. The student will have a three-tier cart with silverware, napkins, water glasses and bus-tub. The student will write guest checks and enhance the customer's dining experience. The student will take lunch from 12:30 p.m. to 1:00 p.m. After lunch the student will bus tables, clean faculty room, check on coffee, filters, cream, sugar, sweet 'n low, tea, and ashtrays.

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Station: Dishroom

The student will demonstrate proficiency in the following areas of competence:

A. Demonstrate communication skills
B. Demonstrate sanitation and safety policies
C. Demonstrate accuracy and proficiency in use of tools and equipment
D. Demonstrate patience working with mentally handicapped people
E. Demonstrate the ability to perform under pressure
F. Practice "clean-as-you-go" skills

Job Summary:

The student will have the dish machine set-up and all dirty dishes washed by 10:50 a.m. The student will take lunch from 10:55 a.m. until 11:25 a.m. You will wash and stack plates and silverware correctly. After lunch the dish machine will be torn down, rinsed, the garbage removed and the floor swept and mopped. Once a week the walls and dish machine will be thoroughly cleaned. The student will wear a white shirt, and jeans.

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WEEKLY LAB GRADES

NAME _____

STATION _____

WEEK _____

	GRADE	COMMENT
[redacted] Rules and Regulations Adhere to written and verbal house rules/policies Adhere to applicable health codes. Adhere to State/Federal safety rules. Demonstrate knowledge of state liquor laws and I.D. requirements. Maintain professional policies. Follow customer payment policies. Maintain environmental responsibilities.		
House Product and Service Standards Maintain proper product quality. Maintain proper presentation standards. Demonstrate continuous learning skills. Maintain proper table setting. Maintain accurate table settings. Maintain proper presentation of menu/drink specials. Demonstrate full product knowledge.		
Product Knowledge (Food, Wine and Beverage) Know & apply basic principles of food preparation. Know & apply basic principles of wine & beverage preparation. Identify & describe menu items. Identify & describe wine & beverage items. Identify & describe ingredients of various items.		
Customer Relations Maintain courteous, helpful manner. Recognize regular customers by name. Display posture of attention. Maintain table neat. Identify guest of honor. Determine customers' expectations. Identify and rectify problems (ours and theirs) [redacted] high level of patience. Inform customers of community activities (restaurants, entertainment, etc.).		
Communication Skills Follow proper chain of command. Practice acceptable social etiquette. Communicate quietly and discreetly. Maintain communication with co-workers. Use appropriate vocabulary, terms and abbreviations. Understand and use table and position numbers. Use legible handwriting. Calculate totals, tips, etc. Interpret non-verbal communication (co-workers and customers).		
Organization Skills Identify customers' needs and wishes. Demonstrate product knowledge. Suggest appropriate combinations, substitutions, etc. Suggest premium beverage selection. Describe optional items and additional products. Describe table set. Describe proper [illegible] of beverage. Demonstrate knowledge of [illegible].		
Professional Appearance Maintain personal hygiene. Maintain proper uniform. Maintain proper [illegible]. Maintain balance and agility.		
[redacted] necessary supplies. Maintain composure under stress. Prioritize tasks. Delegate tasks as necessary. Practice teamwork. Use time management skills. Maximize efficiency of trips. Be aware of customer and employee traffic flow patterns. Maintain clean work area. Return work items to designated places.		

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RESTAURANT (FRONT-OF-HOUSE) SERVICE PERSONNEL: Successfully accommodates and enhances customers' food and beverage expectations.

GENERAL AREAS OF COMPETENCE

A. House (Restaurant) Policies, Rules & Regulations	A-1 Adhere to written and/or verbal house rules & policies.	A-2 Abide by union regulations where applicable.	A-3 Adhere to applicable health codes.	A-4 Adhere to State and Federal safety rules.	A-5 Demonstrate knowledge of state liquor laws and I.D. requirements.	A-6 Understand promotional policies.	A-7 Follow customer payment policies.	A-8 Recognize advancement opportunities.	
B. House Product & Service Standards	B-1 Assure proper product quality.	B-2 Assure proper product appearance.	B-3 Demonstrate consistent serving style.	B-4 Assure proper table setting.	B-5 Maintain on-going table service.	B-6 Review service & procedures with management.	B-7 Comprehend and support house standards.		
C. Product Knowledge (Food, Wine & Beverage)	C-1 Show a basic food and beverage knowledge.	C-2 Describe products and explain preparations.	C-3 Determine complimentary products.	C-4 Coordinate serving times.	C-5 Maintain & increase knowledge of industry trends.	C-6 Recognize varying table & service styles.			
D(1) Customer Relations	D(1)-1 Project courteous, helpful manner.	D(1)-2 Recognize repeat customers or identify new ones.	D(1)-3 Assess nature of occasion.	D(1)-4 Determine table host.	D(1)-5 Identify guest of honor.	D(1)-6 Determine customers' expectations.	D(1)-7 Identify & rectify problems (past & present).	D(1)-8 Demonstrate high level of patience.	D(1)-9 Inform customers of community activities (restaurants, entertainment, etc.).
D(2) Communication Skills	D(2)-1 Follow proper chain of command.	D(2)-2 Practice acceptable social etiquette.	D(2)-3 Communicate quietly and discreetly.	D(2)-4 Maintain communication with co-workers.	D(2)-5 Use appropriate vocabulary, terms & abbreviations.	D(2)-6 Understand & use table & position numbers.	D(2)-7 Use legible handwriting.	D(2)-8 Calculate totals, tips, etc.	D(2)-9 Interpret non-verbal communication (co-workers & customers).
E. Salesmanship	E-1 Identify customers' needs and desires.	E-2 Demonstrate product knowledge.	E-3 Suggest appropriate appetizers, desserts, etc.	E-4 Suggest premium beverage selection.	E-5 Promote maximum sales & encourage repeat customers.	E-6 Maximize table use.	E-7 Demonstrate discreetness in selling.	E-8 Demonstrate acceptable level of assertiveness.	
F. Organization Skills	F-1 Maintain necessary supplies.	F-2 Maintain composure under stress.	F-3 Prioritize tasks.	F-4 Delegate tasks as necessary.	F-5 Practice teamwork	F-6 Use time management skills.	F-7 Maximize efficiency of trips.	F-8 Be aware of customer & employee traffic flow patterns.	F-9 Maintain clean work area.	F-10 Return work items to designated places.	F-11 Practice safety skills.	F-12 Control the table (pace, ordering, etc.).
G. Professional Appearance	G-1 Practice good personal hygiene.	G-2 Demonstrate good grooming.	G-3 Maintain proper posture.	G-4 Demonstrate good verbal skills.	G-5 Maintain clean, complete uniform.	G-6 Utilize balance & agility.						

On-going activity

DACUM PROJECT SPONSORED BY: April 7 and 8, 1986 Spokane Community College
DACUM COORDINATOR: Mary E. Myers
DACUM FACILITATOR: Richard A. Cox
DACUM RECORDER: Mary E. Myers

PANEL MEMBERS:

Denise Bohnet, Hostess/Waitress, Red Lion Motor Inn
Bart Cloninger, Maitre d', Ankeny's, Ridpath Hotel
Tracy Hunter, Waitress, Patsy Clark's
Michelle Johnson, Floor Supervisor, Mr. Steak
Zachary D. Lueck, Manager, The Spokane House
John Summerfield, Waiter, Patsy Clark's
Daniel M. Vogel, Waiter/Manager, Moreland's Restaurant

COMMUNITY COLLEGES OF SPOKANE

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